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ABSTRACT

In an attempt to better serve the diverse educational needs of both traditional and non-traditional college students, a self-directed learning process plan was implemented in two community college early childhood education classes. The process began with an informal introductory meeting between instructor and students, followed by individual student interviews conducted by the instructor during the following week. Additionally, students completed a questionnaire indicating their educational needs. Next, students established their educational objectives for the class, and each student designed a learning contract which was to serve as a guide for the semester. Once the contract was reviewed and approved by the instructor, students presented their contracts to the class. Both the instructor and the students completed weekly log entries which verified the design, implementation, and assessment steps of the self-directed learning process. Outcomes included the following: (1) of the 31 students who enrolled, 30 completed their contracts; (2) only 2 of the 31 students stated a preference for traditional learning modes while the self-directed process was preferred by 29; (3) all students reported that the process was useful in meeting their educational needs; and (4) 27 of the 31 students reported that the instructor served effectively as a facilitator. Appendixes contain course syllabi, questionnaires, interview questions, weekly log forms, and model learning contracts for the two courses. (MAB)

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Meeting the Diverse Learning Needs of Early Childhood Education College Students through A Self-Directed Learning Process

by

Maxine Burgett

Cluster XL

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A Practicum II Report presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1993

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Jeanette Smith
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5/17/93
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This practicum report was submitted by Maxine Burgett under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

6/17/93
Date of Final Approval of Report

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ABSTRACT

Meeting the Diverse Learning Needs of Early Childhood Education College Students through A Self-Directed Learning Process. Burgett, Maxine, 1993: Practicum II Report, Nova University, Ed.D. Program in Child and Youth Studies. Descriptors: Adult Education/Higher Education/Postsecondary Education/College Teaching/College Instructional Practices.

The goal of this practicum was that the diverse educational needs of college early childhood education students would be met through a self-directed learning process. For two courses taught by the writer, the objectives were to (1) identify the students' diverse backgrounds, educational needs and competencies as self-directed learners; (2) design course syllabi through student and instructor collaboration; (3) employ student-created learning contracts; (3) use written journals as a record of journey through the design, implementation and assessment of the self-directed learning process; (4) effectively facilitate the process and analyze results.

The instructor oriented students to the self-directed learning process; surveyed the backgrounds and needs of students via questionnaires and individual interviews; designed tools and samples to guide students in determining individual objectives; provided nurturing climate for collaboration among students and between instructor and students; served as resource person as students completed learning contracts; and gathered evidence to assess effectiveness of the self-directed learning process.

In two early childhood education courses, a self-directed learning process plan was implemented with all students who designed learning contracts based on the composite course syllabi. Thirty of the thirty-one students completed their contracts. Twenty-seven of the thirty-one students rated the instructor as a good or excellent facilitator. Although two students stated a preference for traditional learning modes, all students' review questionnaires and interview responses revealed that their educational needs were met.

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CHAPTER I

INTRODUCTION

Description of Work Setting and Community

In north central United States a small college emphasizes a Christian liberal arts approach to education. Its mission features communicative and interpretive skills in preparing the whole student: physically, mentally, socially, spiritually, and emotionally. The seventy-eight acre campus is located in a quiet residential area of a mid-sized city where a blend of cultural, business, educational, and industrial endeavors abound and strive to meet current challenges: employment, educational funding, and healthy, safe community living.

Elementary and secondary teacher education has for more than two decades been a predominant feature of the college program. The Associate Degree in Early Childhood Education is an expansion of the educational offerings, and its current creditability and need are endorsed by the state issuance of the prekindergarten teacher certificate. A more recent college program addition has been the graduate offerings of a Masters Degree in Early Childhood Education and in Early Childhood Special Education. These instructional components operate as part of the college education/psychology department.

Statistical analysis of student body characteristics reveal information regarding student loads, on/off campus residence, gender of students attending, and time of day students attend. Fourteen percent of those enrolled are part-time students (less than 12 credit hours per semester). Fifty-four percent of the total student body commute while the remaining 46% live on campus. Although a majority of those enrolled (79%) attend daytime classes, approximately one-fifth (21%) register for evening or Saturday courses. Student population viewed by gender shows 64% women.[1]

---

[1] 1991 statistics

Writer's Work Setting and Role

The writer is beginning her seventh year as a part-time early childhood education instructor in this college. Expressive Arts for Young Children and Administration of Early Childhood Programs: Staffing and Curricula are among the courses originally designed and being taught by the author. Enrollment in these courses usually ranges from 12 to 20 students, predominantly female. These two evening classes each carry three semester hours credit and each meets for a single two and one-half hour time period each week. Both traditional and non-traditional students (age 25 and older) register for these courses. Enrollees are commonly homogeneous in racial and ethnic backgrounds but quite diverse in amount of formal education, age and life experiences.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Students possessing diverse backgrounds and educational needs struggled to satisfy the instructor's predetermined objectives, methods, assignments and assessment criteria for the courses Administration of Early Childhood Programs: Staffing and Curricula and Expressive Arts for Young Children. The course syllabus for the administration course (See Appendix A) allowed some student selection of assignments while the objectives, methods, and assessment criteria were defined by the instructor. The Expressive Arts for Young Children syllabus (See Appendix B) was completely teacher-created. Students were not offered choice in any component of the course syllabus. So, college course design and implementation were done by the instructor with slight consideration of individual student needs. Briefly stated then, the problem was: Both traditional and non-traditional students were enrolled in these courses which were not designed or implemented to accommodate individual backgrounds and learning needs.

Problem Documentation

Documentation of the problem was supported by enrollment demographics, writer/instructor's course design (syllabi), the implementation process, and student comments. Enrollment demographics from one of the writer's recent administration courses showed the diversity of students. Educational background varied from first year students to those holding Bachelor of Science Degrees; some possessed no working experience in early childhood programs while others had many years experience; student age ranged from

19 years to 72 years.

Course syllabi were prepared before meeting those who were enrolled in the courses. Therefore, the syllabi containing objectives, methods, assignments, and assessment processes were designed by the instructor without knowledge of individual students' previous formal education or information about varied backgrounds and life experiences. The teacher's predetermined course designs were implemented without adjustment to accommodate varied student educational needs.

Some students, particularly those new to the college classroom, commented about the frustration and stress they endured in these courses. Examples of such remarks were: "I don't understand how . . What do you mean by . . .? How much time do we have to . . .? Where can I find . . . ?" The instructor attempted to provide resources and information to alleviate this discomfort level; however, relief was limited.

A broader picture of teaching procedures can be seen from the survey (See Appendix C) responses of early childhood education instructors from 38 colleges in the writer's geographical state. Of these 38 instructors, 23 reported that their typical early childhood education class was composed of 50% or more traditional students; 15 state that their class make up was usually 50% or more non-traditional. Basic data comparing objectives, instructional and assessment methods of those with class composites of primarily traditional and those with non-traditional students are shown in Table 1 through Table 5.

Table 1. Does Class Composite Influence Course Objectives Regarding Knowledge, Skills, Values, and Attitudes?
Total N = 38.

Response	50% or Over **Traditional** Student Class Composite	50% or Over **Non-Traditional** Student Class Composite
Yes	8	8
No	15	7

Regardless of class composite, whether traditional or non-traditional students, the instructional methods were similar. Compilation of data can be seen in Table 2.

Table 2. Instructional Methods Used by Early Childhood Education Instructors with Both Traditional and Non-Traditional Students.

Occurrence	Instructional Method
Frequently	Lecture Class Discussion Small Group Interaction Field Experience/Hands-On Interaction
Sometimes	Guest Presenter Video/Movie Role-playing Student Peer Teaching/Mentoring
Rarely or Never	Field Trips Teacher-Made Modules/Units for Student Independent Study

Survey responses of instructors with traditional and those with non-traditional students differed in the use of only one instructional method, that was the use of an individualized teacher-student plan.

Table 3. Comparison of Early Childhood Education Instructors of Traditional and Non-Traditional Students Regarding Use of Individualized Teacher-Student Plan.

Occurrence	50% or Over* **Traditional** Student Class Composite	50% or Over **Non-Traditional** Student Class Composite
Frequently	3	0
Sometimes	7	3
Rarely	7	5
Never	5	7

*One questionnaire not marked.

Many similarities between instructors of traditional and non-traditional students were found when viewing assessment methods. Table 4 depicts occurrences of the varied forms of assessment.

Table 4. Assessment Methods Used by Early Childhood Education Instructors of Both Traditional and Non-Traditional Students.

Occurrence	Assessment Methods
Frequently	Written Tests Logs/Journals
Sometimes	Teacher Assigned Oral Reports Student Choice Oral Reports Teacher Assigned Written Reports Student Choice Written Reports Student Choice: Specific Projects
Rarely or Never	Oral Tests

Regarding two assessment methods early childhood educators of traditional and non-traditional students differed in frequency of their use. These two assessment methods were teacher assigned specific projects and student reflective analysis. Table 5 shows this variance.

Table 5. Difference Between Use of Two Assessment Methods by Early Childhood Education Instructors of Traditional and Non-Traditional Students.

Methods	50% or Over **Traditional** Student Class Composite	50% or Over **Non-Traditional** Student Class Composite
Teacher Assigned Specific Projects	Sometimes	Frequently
Student Reflective Analysis	Sometimes	Frequently to Never*

* Responses spread: 4=Frequently; 2=Sometimes; 2=Rarely; 5=Never; 2=unmarked.

In summation of survey responses of early childhood college instructors within one state, few differences in course instruction were noted between those whose class composite was more traditional and those whose class make up was less traditional. Objectives and instructional and assessment methods were quite similar. It therefore appeared that the presence of non-traditional students or the mix of traditional and non-traditional heterogeneity had little relationship to course design and implementation.

The writer's enrollment demographics, course syllabi, implementation processes and student comments offered evidence of this instructional problem. In addition, it appeared that this situation is a part of other college settings as well. Courses were designed and implemented from the instructors' perspectives while individual and sundry educational needs of the learner were overlooked.

Causative Analysis

Four causes, one external and three internal, created the stated problem. The external impact revolved around change in education requirements from two state departments. The Department of Human Services which licensed most child care centers and preschool programs in the state enforced a new mandate for more formal training to be an administrator of an early childhood program. Thus, both current and prospective administrators enrolled in college courses to become qualified. New State Department of Education agenda included promotion of early childhood programs and creation of an associate and a four-year prekindergarten teacher certificate. These actions gave impetus to increased and diverse early childhood course enrollment.

One of the three internal causes for this lack of accommodating students' individual learning needs was that this instructor made few alterations in course syllabi over a six-year period. Course syllabi met the college's criteria as well as the teacher's own standards for adequate instruction. College instructional supervisors expressed satisfaction with the instructor's tutelage. Furthermore, working part-time as college instructor and working in other areas of early childhood training allowed little time for analysis of instructional quality.

The second internal cause embraced student responses to the course instruction. The instructor's interpersonal skills psychologically supported many pupils. So, although some students expressed frustration, others verbalized their satisfaction with the courses, thus the instructor maintained the status quo.

Thirdly, without a strong motivation to make change, the instructor had not sought out alternatives to course design or syllabi construction.

Awareness of other, potentially more effective approaches was not present. Hence, no significant evolution or transformation occurred to address student divergent, academic needs.

Relationship of Problem to Literature

Literature review reveals demographic and impact evidence prompting the need for change. Demographic facts portray a transforming college milieu. From 1970 to 1985 the enrollment of students 25 years of age and older has increased by 114% while the number of those under 25 has grown only 15% (Watkins, 1990). Norris (1989) concurs with this trend, noting that the 6 million adult non-traditional enrollees of 4-year colleges represent 45% of the total number of students pursuing degrees. Change is also reflected in a decline in number of full-time students and a significant increase in part-time students (Hodgkinson, 1985). Only one-sixth of the estimated 12 million post secondary students are enrolled full-time, live on campus, and are between 18 and 22 years old (Hodgkinson). Furthermore, the increased numbers of non-traditional learners is expected to swell from 48% of all undergraduates in 1986 to 60% by 1995 (Evangelauf, 1990).

College classroom ecology shows more older, full-time students, both male and female, representing an array of social, ethnic, and academic backgrounds (Watkins, 1989; Watkins, 1990). An anticipated significant part of the changing college scene by the mid 1990's will be women who make up 57% of the adult learner group (Evangelauf, 1990). Black or Hispanic women are expected to be 21% of the group (Evangelauf). Women re-entering academia are likely to be married, have children and typically are between 36 and 40 years old (St. Pierre, 1989). Yet within this seemingly homogeneous group are segments--older family women, career-oriented, working women, and women

without previous college experience (St. Pierre).

The multi-factors and interwebbing of societal changes cause the college roster rearrangement according to Gilley and Hawkes (1989) and St. Pierre (1989). Among these factors prompting change are many changes affecting women: (1) increased life expectancy of women from 48 years in 1900 to 74 years in 1980; (2) women's life style options--remain single, marry late, have fewer children; and (3) advanced home technology which creates "choice" time (Gilley & Hawkes; St. Pierre). Additional societal changes impacting post secondary enrollment include: (1) factors related to divorce; (2) rising aspirations of minorities; (3) geographic accessibility (transportation availability and college campus extension sites); and (4) increasing amount of available financial aid (Gilley & Hawkes; St. Pierre).

Economic forces make a definite press for higher education (Watkins, 1989). Today's jobs require new work knowledge and skills. To maintain their jobs and prepare for the future, many employees must return to the classroom (Norris, 1989; Watkins). The twenty-first century educational paradigm depicts the American worker spending eight hours of the 40-hour-work week in an educational setting (Centron, Rocha, and Luckins, 1988). The American Society for Training and Development as reported by Brademas (1990) claims that by the year 2000 75% of American workers will need to learn new work skills. Furthermore, today's young employee can anticipate five or six career shifts in a lifetime (Brademas).

Personal motivations leading to campus student diversity are related to social and human desires (Lewis, 1988). Such incentives embrace self-fulfillment, desire to learn, and desire to share knowledge to benefit others (Lewis, 1988; Martin, 1988).

Emerging from a multitude of societal and personal factors, college student diversity swells while college funds dwindle. Hence, the issue becomes more acute because colleges can no longer afford the "add-on" model (add new

programs and personnel) to accommodate change (Cross, 1983). Consequently, the college instructor is "called" to educate increasingly heterogeneous groups of coeds.

The returning, non-traditional students, particularly females, bring concerns, initiatives, and abilities to the classroom. They typically are eager, involved learners with a bent toward realism (Jacobs, 1989; Watkins, 1989; Watkins, 1990). In addition, many possess leadership skills (unperceived by themselves) from home and community experiences; some have also attained collaborative and concensus-building abilities useful in gaining knowledge (King, 1988). On the other hand, the non-traditional student is likely to have a strong value system and firm beliefs which may hinder acceptance of new information and development of new skills (Ellis & Bernhardt, 1989; King). Non-traditional female students, having limited exposure to academia, may feel self doubt about their study skills and worry about making high grades. Their fragile confidence is tested as they feel competition from traditional students and as they juggle multiple responsibilities of commitments beyond the classroom (Lewis, 1988; St. Pierre, 1989; Watkins, 1990).

The instructor's challenge is heightened as traditional students mix with non-traditional classmates (Heichberger, 1991). Each type of student may view the other with anxiety and feelings of intimidation (Jacobs, 1989; Watkins, 1990). This situation summons the educator to create a comfortable learning climate among students in addition to creating a comfortable rapport with each student.

Each student is at an individual juncture in educational pursuits and needs varying levels and types of knowledge. But this produces another stumbling block for teachers. They fail to take into account the developmental stages (survival, consolidation, renewal, and maturity) of early childhood educatees as stated by Katz (1982).

When older students enter the classroom, the instructor's role changes.

The instructor may no longer be the authority or the only expert (Watkins, 1989). Pedagogy, teaching children and youth, must become andragogy, the skillful teaching of adults (Ellis & Bernhardt, 1989). This shift does not occur automatically and is therefore a root issue in facing the diversity problem.

Although college students are increasingly varied in age, background, and ability, 88% of the classes are taught in the conventional one-way form of communication, that is the lecture method (Cross, 1983; Nelson, 1986). This method, first employed in medieval universities of the fifteenth century is still the major mode of instruction today. But it places students in the passive-recipient role where they do not develop or genuinely learn (Kraft, 1985; Nelson, 1986). This is an exemplary reason that professors need to forsake traditional modes and adopt more engaging instructional styles (Watkins 1990). According to Watkins (1990), the impact of these demographics is that professors who face classes of heterogeneous pupils find that they need to forsake traditional modes and adopt more engaging instructional styles.

Accompanying this need to change teaching style is the need for new ways to measure students' progress (Evangelauf, 1990). Applying old evaluation standards to new educational processes is not logical. Therefore, fresh, creative means of assessment must also be employed (Brademas, 1990).

In summary, the literature review divulges sundry issues related to meeting the educational needs of a diverse collegiate student body. Demographic facts show a changing campus population, one that is older, more female, more part-time, and more likely to commute. The underlying causes are many, ranging from long-term economic need and employment maintenance to humanitarian commitments and personal gratification. Response of college personnel has been to place traditional and the new non-traditional student in the same classroom. Yet, instructors of these classrooms typically continue to focus on the same objectives, teach with the same methods, and employ the same means of evaluation as they did decades

Demographic information about college student body diversity and the ensuing need for college instructional adjustment is presented by numerous writers. Data addressing the topic is gleaned from varied areas of study: instruction in higher education; adult education; lifelong learning, employee training, and human resource diversity in the business world. These authors present issues and problems which in most points coincide with those of the writer's situation. Their review, clarification and adaptation can form the foundation for determining and implementing a solution to accommodate individual backgrounds and learning needs in a diverse college student classroom.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goal of this practicum was that the diverse educational needs of college early childhood education students (enrolled in designated courses which the writer instructed) would be met. The needs and expectations of each student enrolled in the designated courses would be identified. Responding to these needs according to the proposed plan was expected to remedy the inadequate instructional process.

Expected Outcomes

Expected outcomes, standards of achievement and evaluation tools are presented in Table 6. The anticipated process results were: (1) class composite syllabi designed with individual student input, instructor guidance and class collaboration; (2) instructor's knowledge of each student's background, educational needs, and competencies as a self-directed learner; (3) each student's designing and completing own learning contract; (4) each student's and instructor's written record of his/her journey through the self-directed learning process; (5) instructor effectively serving as facilitator during the course design, implementation, and assessment; and (6) students' expression that their educational needs were met.

Table 6. Expected Outcomes, Evaluation Tools, and Standards of Achievement.

Expected Outcomes	Evaluation Tools	Standards of Achievement
1. Class composite syllabus designed with individual student input and class collaboration	Instructor's written **process plans** for syllabus construction with checklist format (fully met, partially met, not met) for each step of the individual - collaborative process	Instructor's written process plans checklist will show either fully met or partially met with annotated explanation of adjustments made and rationale
2. Instructor will learn about each student's background, educational needs, and competencies as a self-directed learner	Three tools will be used: 1. Students will complete **questionnaire** (instructor-designed) which asks specific questions regarding background and educational needs 2. **Questionnaire** (Malcolm Knowles' Competencies of Self-Directed Learning) will be completed by students 3. Instructor will **interview** each student to secure details regarding above information	Each student will have completed two questionnaires and have an interview with the instructor within the first weeks of the course

Table 6. Expected Outcomes, Evaluation Tools, and Standards of Achievement (Continued).

Expected Outcomes	Evaluation Tools	Standards of Achievement
3. Each student will design and carry out his/her own learning contract using the class composite syllabus as a guide.	Instructor-provided **learning contract forms** (adapted from Malcolm Knowles) will be given for students' use	Every student will design his/her own learning contract (with instructor interaction) and complete as originally designed or as renegotiated with instructor On a rating scale of fully met, partially met, or not met, for each student 4 out of every 5 learning contract objectives will be marked fully met by both student and instructor
4. Each student and instructor will have written record of his/her journey through the design, implementation, and assessment of the self-directed learning process	Each student and instructor will make **weekly log entries** regarding progress and personal reactions	At end of course, written, dated log entries of every student and of instructor will verify design, implementation, and assessment steps in the self-directed learning process

Table 6. Expected Outcomes, Evaluation Tools, and Standards of Achievement (Continued).

Expected Outcomes	Evaluation Tools	Standards of Achievement
5. Instructor will have effectively served as facilitator during the course design, implementation, and assessment.	Adapted version of Malcolm Knowles' "Evaluation of a Teacher" questionnaire completed by all students	At end of course 9 out of every 10 students' responses on the questionnaire will show a mean of 4 or higher on the 1 - 5 scale.
6. Students will state that their educational needs were met	Two tools will be used: 1. Students will complete a questionnaire which asks questions about adequacy of course/process in meeting their individual needs 2. Instructor will interview each student to secure more detail regarding above information	Within last 2 weeks of course every student will complete the questionnaire with 9 out of 10 responses being positive Within last 2 weeks of course\ every student wil be interviewed by instructor and questionnaire :esponses will be supported

Measurement of Outcomes

Outcomes were measured with the evaluation tools presented in Table 6. Briefly stated, the process and outcomes was monitored and assessed by:

1. Process plans checklist (See Appendix D)
2. Student-completed questionnaire regarding background and educational needs (See Appendix E)
3. Competencies of Self-Directed Learning Questionnaire completed by each student (See Appendix F)
4. Instructor initial interview of each student (See Appendix G)
5. Completed learning contract forms (See Appendix H)
6. Weekly logs of each student and instructor (See Appendix I and Appendix J)
7. Evaluation of Teacher Questionnaire completed by each student (See Appendix K)
8. Course Review Questionnaire (See Appendix L)
9. Response interview of instructor with each student (See Appendix M)

The criterion for success of each expected outcome with the use of the evaluation tools stated above is presented in Table 6.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

The literature presents a number of recommendations for meeting the diverse educational needs of college students. The spectrum of methods covers procedures which express differing educational philosophies. At one end of this spectrum is the student-oriented, less structured approach and on the other end is the teacher-directed, more structured view.

Collaborative learning, small group interaction, experiential activities, and self-directed learning are procedures endorsed by the student-oriented philosophy. To meet the diverse educational needs of college students, Beckman (1990), Bruffee (1987), Krayer (1986), and Rosen (1988), recommend making the most of knowledgeable peers through this process which is also called cooperative learning. According to the Collaborative Learning Action Community, a part of the American Association of Higher Education, the acquisition of knowledge is naturally a social experience (Sheridan, Byrne, & Quina, 1989). Working with each other, students are able to personalize learning as well as view intellectual pursuits more broadly (Sheridan, et al.). Sheridan and cohorts say other positive attributes of collaborative learning are its enhancement of cognitive skills, less fragmented pattern of thinking, and its outreach beyond the classroom. Some advocate that this shared experience produces comrades in learning and allows them to have a voice in decision-making which leads to potential societal contributions (Beckman, 1990). It develops skills in decision-making, conflict resolution, and leadership and pertinent cognitive concepts as well. Thus, intellectual pursuits and social, interpersonal skills needed in the workplace are experienced simultaneously (Fiechtner & Michaelsen, 1984).

Kraft's (1985) group inquiry process consists of students' reading, inquiring, writing, working together, and presenting orally during every

class session. These activities are based on the belief that students are most likely to learn about their subjects when asked to speak and write and that learning is most permanent and most pleasant when in coaction with others (Kraft).

The team learning of which Fiechtner and Michaelsen (1984) speak implements permanent small groups. The six to seven member team is pressed to not only generate answers through peer interaction, but to be able to listen, share thoughts, and convince others (Fiechtner & Michaelsen). The total educational approach and team learning of Fiechtner and Michaelsen presents a sequence of (1) individual study and tests; (2) group discussion and group tests; (3) lecture by instructor; and (4) final application. Hence, collaborative learning is recommended by many and takes varied forms depending upon the instructor's perspectives and interpretation of need.

The use of class time and the instructor's role are reshaped with the collaborative teaching model. And although individual diagnosis, prescription and personal attention are assets of small group learning (Cross, 1983), time constraints are an issue. With an awareness of the time group activities demand, Backus (1984) recommends allowing in-class time for student collaboration and Jackson and Prosser (1985) prefer using half of class time for small group activities and half for lecture. When group activities become an integral part of teaching strategies, students accept much of the traditional teacher role (Kraft, 1985). In the less formal atmosphere Kraft suggests that teachers introduce lectures, present information (printed handouts or verbally), and moderate discussions. The facilitator role of small group teaching is one requiring sensitivity and spontaneity. The responsibility is that of task-setter and classroom manager monitoring without intruding (Sheridan, et al., 1989).

Concerns regarding collaborative learning are pointed out by Jackson

and Prosser (1985) and Sheridan, et al. (1989). Included in these concerns are problems such as: (1) slowness of process which may sacrifice content; (2) varying degrees of student acceptance including possible student negative feelings toward process; (3) one or two students dominate with lack of participation by others; (4) lack of student preparedness (interaction skills or specific assignment); (5) unclear student and instructor role definitions; and (6) difficulty of evaluation (Jackson & Prosser; Sheridan, et al.). Thus, the instructor/facilitator is challenged to know how to deal with assertive and passive group members and must clearly identify objectives, role descriptions, and time lines (Sheridan, et al.). Regarding the evaluation issue, Sheridan, et al. claim that evaluating collaborative learning is impossible. Fiechtner and Michaelsen (1984) suggest a combination of assessments: individual and group assignments as well as peer evaluation. A list of questions about what is to be evaluated, how to evaluate, and who should evaluate are offered by Beckman (1990). Hence, the instructor who chooses the collaborative method needs to define and communicate a philosophy and rationale for evaluation.

Amid the pros and cons of collaborative learning, the accountability for course quality remains with the instructor (Tracy & Schuttenberg, 1986). The key element is the charisma of the teacher (Sheridan, et al.).

The collaborative approach can be a significant component of another educational process: self-directed learning. When considering adult education, Cranton (1989), Gullette, 1984, and Knowles (1984) speak of adult needs: the need to connect learning with real life situations, to be accepted by others and to be seen as capable of self-direction; to be surrounded by a comfortable physical environment and to be respected for individual uniqueness (Gullette, 1984). The self-directed style is based on Carl Rogers' belief that teaching others is not a direct process, and that real learning occurs only when what is to be learned and the way it is presented is

supportive of the self (Knowles). This regard for others is espoused by Allen Tough (1979) who further admonishes educators to note how learning transpires outside the classroom and then apply these principles in the academic arena. Since individual differences increase as people become older, the instructor who strives to meet adult individual needs must seek ways to become acquainted with each student using such techniques as Manning and Strickland's (1985) student writing of autobiographical time lines.

Cross (1983), Giddings (186), Knowles (1984) and Tough (1979) say an effective answer to adult educational needs is for students to assume more responsibility for their own learning. The self-directed learning process for many facilitators begins with student and instructor collaboration in setting objectives (Candy, 1991; O'Donnel & Caffarella, 1990). Adult students who participate in goal-setting will likely perceive that their needs are met and are more inclined to attain the goals set (Backus, 1984; Ellis & Bernhardt, 1989; King, 1988; Toppins, 1987). However, others such as Grasha (1990) adhere to the instructor's predetermining course goals and allowing student choice about how the goals will be achieved.

When the autonomous, adult learner profile is examined, new methods of instruction must be considered (Brademas, 1990). A broader range of educational experiences such as internships, off-site workshops, and hands-on research projects are examples (Grasha, 1990). Methods for the mature learner need to focus more on content, less on grades, more on interdisciplinary perspectives, less on instructor "expertise", more on problem-solving, less on presumptuous answers (Brademas).

Many aspects of an appropriate climate are crucial to the effective self-directed learning strategy. These include building a social climate with "ice breaker" activities, building an academic climate by encouraging research analysis, building a psychological climate by being genuine, and building a

cooperative administrative climate by ensuring flexibility (Backus, 1984, Ellis & Bernhardt, 1989; Hammond & Collins, 1991; King, 1988).

The learning contract is a common element in the self-directed learning procedure. Working with a contract format offers the student a structure for carrying out learning experiences (Toppins, 1987). Five steps are listed by Sheridan and colleagues in designing the learning contract: (1) diagnosing needs; (2) specifying course expectations; (3) describing how the objectives will be met; (4) determining in what form evidence will be presented; and (5) deciding how work will be evaluated. Practical ideas for creating and implementing the learning contract are offered by Daniel (1984) and Knowles (1975). Hammond and Collins (1991) recommend doing a mini preliminary learning contract prior to the major contract. And Knowles and Toppins share the need to spend orientation time at the beginning of the course in exercises which foster student understanding and acceptance of this process.

The potential problems with implementing the self-directed learning process can include the same concerns as the collaborative approach. Two other issues also arise. First, individual readiness for this system needs to be assessed (Brockett & Hiemstra, 1991). The student who has no previous experience with course content and the student who has had a regular diet of traditional learning experiences may need much guidance. Particularly at the beginning, the individualized options may be discomforting to these students (Backus, 1984). Secondly, since students tend to think "in black and white" and expect precise "right" answers and instructors tend to think in multiple, big picture terms, students may feel that the instructor who uses this method is less than knowledgeable (Grasha, 1990).

A number of misconceptions abound regarding self-directed learning. Brockett and Hiemstra (1991) wish to dispel these tales. In brief, it can be said

that self-directed learning is: (1) not learning in isolation, (2) not a waste of classroom time, (3) not limited to reading and writing, and (4) not an easy way out for the instructor (Brockett & Hiemstra, 1991).

These unconventional teaching styles, particularly that of self-directed learning, have yet to be accepted in many academic settings. Therefore, the teacher is challenged to create ways to meet diverse adult educational needs for individual growth and satisfaction amid a traditional setting (Grasha, 1990).

Consideration of student learning styles is another approach to meeting diverse student educational needs. The Kolb Model, explained by Svinicki & Dixon (1987), presents an experiential cycle of concrete experiences, reflective observation, abstract conceptualization, and active experimentation. Lundstrom and Martin (1986) experimented with the Gregoric Style Delineator in a college psychology class. They found that matching instruction to learning style as defined by the Gregoric instrument provided no significant benefits to student learning. In training adults for childhood service, Sakata (1984) discusses four styles of adult learning: (1) idealistic (the independent thinkers), (2) pragmatic (the application focused), (3) realistic (the direct, efficient type), and (4) existentialistic (the inclusive approach). Ast (1988) and Claxton and Murrell (1987) also suggest aligning instruction to student learning styles. Discovering personal learning styles and using them to foster effective learning is a logical approach to accommodating individuality. However, research results are mixed, and some such as Grasha (1990) claim that research reliability and validity are questionable.

Experiential learning, separate or as a part of other learning modes, can also be tried as a way to bolster student learning (Sutton, 1988). According to Knowles (1984) there are four elements of experiential learning: quality personal involvement, self-initiation, broad scope, and evaluation by the student. Such activities could include simulated real life experiences, role playing, observation and discussion of perplexing situations (Backus, 1984).

Field experiences and laboratory experiments are added to the list by Weston and Cranton (1986). Long (1990) offers an organized step format for this type of educational strategy. He presents five steps: experiencing, publishing, processing, generalizing, and applying.

In the continuum from student-oriented, less structured approaches to teacher-directed, more structured systems, modified lecture styles, programmed learning (Polis, 1983), special services (Whittman & Fife, 1988), and varied materials, resources, and adaptions of traditional instructional methods (Ash, 1986; Weston & Cranton, 1986) are a part of the more teacher-directed end. Nelson (1986) and Watkins (1990) advocate adjustments to the usual lecture style. Brief teacher talks followed by class discussion and increased questioning with more thought-provoking wording of the question can enhance learning (Browne & Kelley, 1985; Nelson; Watkins). Even such simple methods as waiting at least four seconds following a question before initiating responses is suggested by Nelson. The instructor-directed, collaboration approach is favored by Tracy and Schuttenberg (1986) who claim that self-directed learning cannot be used for college instruction because it is not compatible with the college framework of time, place, credit and grades.

Programmed learning as presented by Giddings (1986), Polis (1983) and Weston and Cranton (1986) is typically individualized and instructor-directed. Each of these teacher-designed units/modules contains a statement of purpose, prerequisites, objectives, pretest, materials, activities, and a post-test (Giddings, 1986). Reading is typically a large activity component, but other options such as technology can be introduced (Giddings). Students can progress at their own paces and work through a three level sequence: programmed instruction, modularized instruction, and computerized instruction (Weston & Cranton).

Evaluation influences student motivation and is related to meeting student learning needs. The most effective teaching de-emphasizes grades and promotes intrinsic inspiration for learning (Lowman, 1990). Thoughtful, rationale ways of dealing with tests can alleviate student stress and therefore change student focus. Samples of such methods are: communicating details about the tests at the beginning of the course (McMullen-Pastrick & Gleason, 1986); providing prior-notice questions of an examination (Cameron & Heywood, 1985); and self-selective essay exams (Buchanan & Rogers, 1990). But the best approach includes more than tests, according to Cameron and Heywood who say a combination of assessment types should be used.

In review of solution possibilities, there were multiple choices and blends from which to choose. Some student-oriented and less formal systems included collaborative learning, small group activities, experiential experiences and self-directed learning. On the more formal side and with increased teacher direction were methods such as special services, learning modules, and modified forms of traditional formats such as adapted lectures and a mix of assessment methods.

Description of Selected Solution

The self-directed approach with adaptations of other instructional methods was selected as the process for meeting students' varied learning needs. These procedures revolved around Malcolm Knowles' system of learning contracts. Collaborative learning, small group interaction, questionnaires, interviews, journal writing, and lecture adaptations complemented the process.

After orienting students to the self-directed process, a composite class syllabus was generated through small group and total group interaction with the instructor. The questionnaires and interviews (formative and

summative) were conducted with each student to provide more detailed data regarding needs and process assessment. Students and instructor collaborated collectively and individually to construct individual learning contracts. Commonalities of student learning contracts were the focus of adapted instructor lectures in the classroom; and journal entries were made by students and instructor at the close of each session.

The writer prepared to adapt this process to two different early childhood courses, Administration of Early Childhood Programs: Staffing and Curricula first semester and Expressive Arts for Young Children second semester. Although the students enrolled were typically quite heterogeneous, the numbers were relatively small (10 to 25 in classroom) which allowed time for personal attention. Also, the process could be implemented within institutional parameters; and the time-frame of each session (2 1/2 hours) was a length conducive to the procedure. The writer possessed the interpersonal skills to motivate and facilitate the process. And, in his book, Self-Directed Learning (1975), Malcolm Knowles granted permission to use his questionnaires and other printed materials in the classroom.

Anticipation of potential problems increased the likelihood of success. Course planning and structure balanced the time needed for procedure with the necessary course content. Awareness of possible student negative feelings toward the process challenged the instructor to design a persuasive orientation. Effective, positive communication and rapport which the teacher planned to establish with students facilitated full participation. Of particular note was the verbal and written clarification of student and instructor roles and the methods of evaluation. The issue of evaluation was addressed by students contracting for grades. With the knowledge of the instructor's parameters of quality and quantity for each grade level, students determined an anticipated level of performance. Once this was established, pupils

focused on course content without anxiety about the course grade.

In summary, the writer implemented a self-directed learning strategy with modified versions of other teaching procedures to meet diverse student educational needs. The logistics supported this plan and the instructor's investigations and preparations laid the foundation for meeting the objectives of this project.

Report of Action Taken

Action plans for both courses (Administration of Early Childhood Programs: Staffing and Curricula and Expressive Arts for Young Children) followed the sequence of the Process Plans Checklist (Appendix D). Following is a summary of the steps taken.

1. Orientation/climate setting/relationship building. Informal get-acquainted activities were a part of each first session. In each of the courses each student and the instructor created a name tag sketching with markers (administration course) or designing with 3-D art materials (expressive arts course). Each tag identified the person's name, work or student role, and special hobby or interest. After the tags were completed, each student verbally commented on the information depicted. The initial acquaintance was extended during the individual interview of instructor with each student the week between the first and second class session. Dialogue here revolved around student response to completed questionnaires: Competencies of Self-Directed Learning Questionnaire (Appendix F) and Initial Student Interview Questions (Appendix G). During this interview student queries about the self-directed learning process were addressed.

2. Diagnosis of needs for learning. In addition the interview process, the distribution and completion of the Student Questionnaire: Background and Educational Needs (Appendix E) assisted instructor and student in selection of course content and learning projects and processes which would best meet their diversities.

3. Formulating objectives. Each class brainstormed over-all objectives and course focus, first in small groups and then as total class to

combine all ideas. For the administration course, students compiled an extended list of administrative duties regarding staffing and curricula. In the expressive arts course, the participants defined the multiple facets of expressive arts in the early childhood classroom. Class discussion then posed questions about possible kinds of knowledge, skills, and values a student might desire from the course.

4. Designing learning contracts. Each student designed her own learning by completing the contract and following the contract plan. Each student gleaned ideas for content and process by perusing the text, by reviewing the instructor's model contracts (See Appendices P and Q) and by the initial student-instructor interview.

5. Contract revision and group planning. As students clarified and wrote their own learning contracts, some class time was devoted to each student's telling the class about the proposed project--why selected, how planned to do it, and what she hoped to learn. Each contract plan was reviewed and approved by instructor or through instructor-student conversation was adjusted as an acceptable learning design by both student and instructor. Also, during the course, student and instructor journal writing related progress of the learning.

6. Presentation of learning experiences and information by students. Two structured and two informal class sessions were devoted to students' telling each other about the project/learning contract.

7. Presentation of learning experiences and information by instructor. The instructor expanded course content to fill "information gaps" and provide a logical flow of instruction. The instructor's course outline was presented in

the course syllabi (See Appendices N and O).

8. Completion of learning contract evidence. Each student presented a minimum of two formal presentations to the class. Student-prepared visuals assisted in displaying information during each talk. And a written evidence for each contract was presented to the instructor.

9. Course evaluation. Tools given to each student at the beginning of the course provided guidelines for class presentations and written work. These tools were:

(1) Administration Course Guidelines for Grade Contract: Quantity (See end of Appendix N);

(2) Expressive Arts Course Guidelines for Grade (See end of Appendix O);

(3) Course Work Quality: Evaluation (Used for both courses) (See end of Appendices N and O).

At the close of each course students responded to the Evaluation of a Teacher Questionnaire (Appendix K), the Course Review Questionnaire (Appendix L), and the Student Response Interview Questions (Appendix M).

CHAPTER V

RESULTS, DISCUSSION AND RECOMMENDATIONS

Results

The goal of this practicum was that the diverse educational needs of college early childhood education students (enrolled in two courses which the writer instructed) would be met through a self-directed learning process. Six basic outcomes were expected:

1. Student and instructor collaboration would result in a composite course syllabus for each class.

2. The instructor would be aware of each student's background, educational needs, and competencies as a self-directed learner.

3. Each student would design and complete his/her own learning contract based on the composite course syllabus.

4. Written journals would provide a record of each student's and the instructor's journey through the design, implementation, and assessment of the self-directed learning process.

5. The instructor would effectively facilitate the course design, implementation, and assessment.

6. Students would state that their educational needs were met.

Composite course syllabi. Class discussion and individual conversations of students and instructor produced the knowledge, skill and attitude/value

objectives of the syllabi for the two courses: Administration of Early Childhood Programs: Staffing and Curricula and Expressive Arts for Young Children. To meet collegiate standards, the Course Work Quality Evaluation and the Guideline for Grade sections of each syllabus were developed by the instructor and explained to the students (See Appendices N and O).

Details of the Process Plans Checklist are provided in Tables 7 and 8.

Table 7. Process Plans Checklist Results: Administration of Early Childhood Programs: Staffing and Curricula Course.

F= Fully Met P = Partially Met N = Not Met

PROCESS	CRITERIA MET		
	F	P	N
1. Orientation/Climate setting/Relationship Building	X		
2. Diagnosis of needs for learning	X		
3. Formulating objectives	X		
4. Designing learning plans	X		
5. Contract revision and group planning	X		
6. Presentation of learning experiences and information by students	X		
7. Presentation of learning experiences and information by instructor	X		
8. Completion of learning contract evidence		X	
9. Course evaluation	X		

The Process Plans Checklist results for the Administration course shows "fully met" in 8 of the 9 steps and "partially met" for step number 8, completion of learning contract evidence. Thirteen of the 14 enrolled students completed their contracts. One student did not complete her learning contract. In the instructor's follow-up interview with this non-traditional student, the student stated that the course was meaningful to her, but that extenuating personal circumstances hindered her completion of the work.

Table 8 reveals that all process plans were met for the Expressive Arts course.

Table 8. Process Plans Checklist Results: Expressive Arts for Young Children Course.

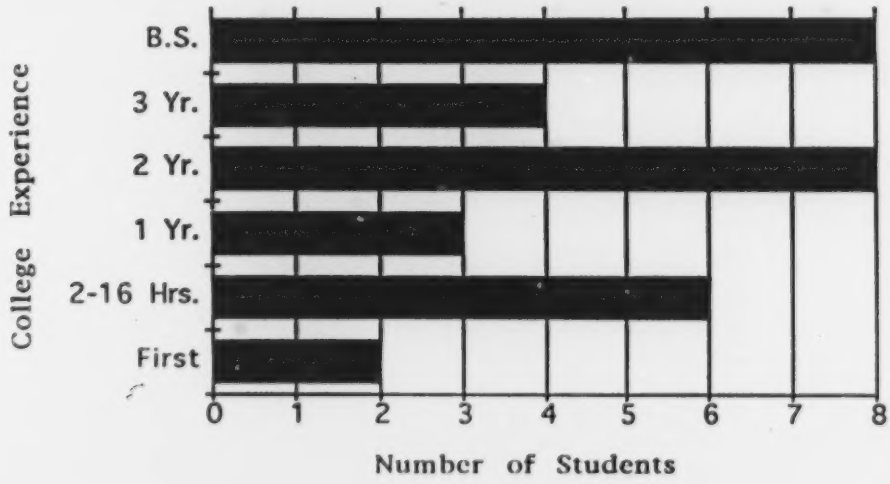
F= Fully Met P = Partially Met N = Not Met

PROCESS	CRITERIA MET		
	F	P	N
1. Orientation/Climate setting/Relationship Building	X		
2. Diagnosis of needs for learning	X		
3. Formulating objectives	X		
4. Designing learning plans	X		
5. Contract revision and group planning	X		
6. Presentation of learning experiences and information by students	X		
7. Presentation of learning experiences and information by instructor	X		
8. Completion of learning contract evidence	X		
9. Course evaluation	X		

Students' backgrounds, educational needs, and competencies as self-directed learners. At the first session of each course students completed the Student Questionnaire: Background and Educational Needs (See Appendix E). This data showed that in the Administration course 8 were full-time students (12 semester hours or more) and 6 were part-time (less than 12 semester hours). In the Expressive Arts course 8 were full-time and 9 were part-time. Thus, approximately half of the students were attending college full-time.

Figure 1 depicts the range of college experiences these students possessed. Of the 31 total responses from the two classes, 8 students held a bachelor's degree; 8 had completed two years of college. This was the first college course for two students.

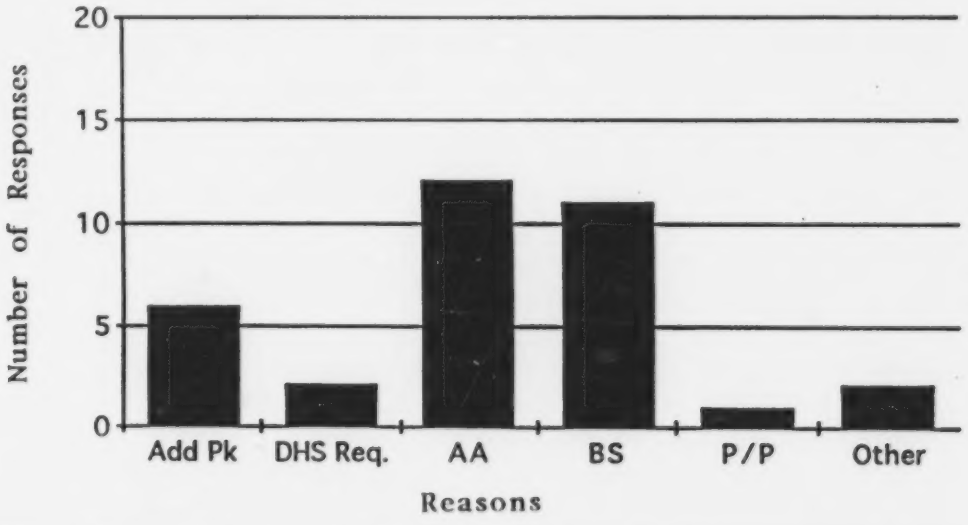
Figure 1. College Experience Diversity of Students Enrolled in Administration and Expressive Arts Courses. Total N = 31.



All students were female and the ethnic origin of one was Afro-American and all others were Caucasian.

The reasons for student enrollment in these courses were typically focused on attaining the associate or the bachelor's degree as seen in Figure 2. Six students desired to add a prekindergarten certification to their existing credential, two were aiming to aquire 12 semester hours to meet Department of Human Services preschool/child care center director requirement. One expressed interest for personal/professional growth. In the other catagory, one listed the need for information to become director of a church-sponsored child care program, the other was taking this course among others to renew her state teacher certificate.

Figure 2. Reasons Students Enrolled in Administration and Expressive Arts Courses.

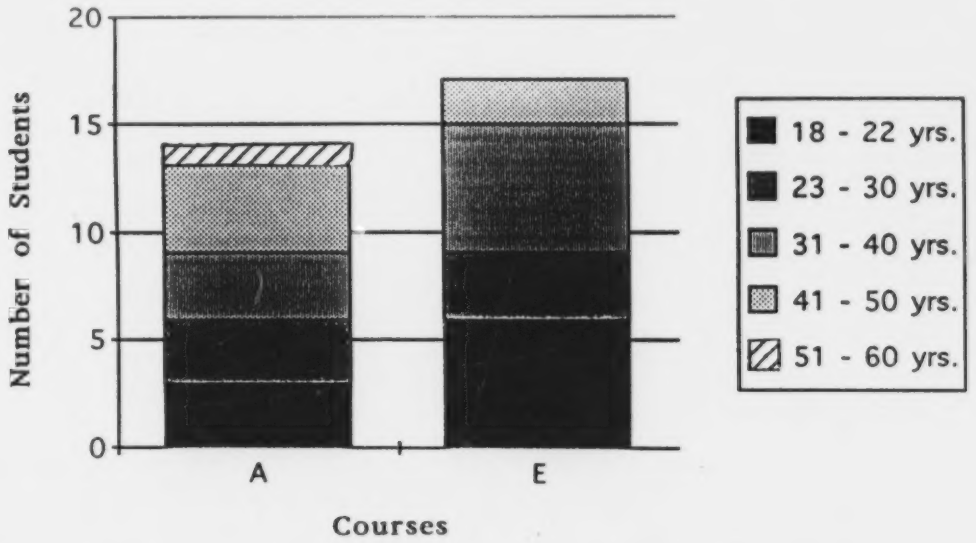


The wide age range of pupils in these two classes is shown in Figure 3. The Administration course provided a broader age range with three in the 18-22 age group and one between 51 and 60 years old. The number of students

in each of the three other age spans was relatively evenly distributed. Enrollees of the Expressive Arts class were primarily either traditional college age (six students) or between 31 and 40 (six students).

Figure 3. Age Diversity of Students Enrolled in Administration and Expressive Arts Courses.

Total N = 14 in Administration
Total N = 17 in Expressive Arts



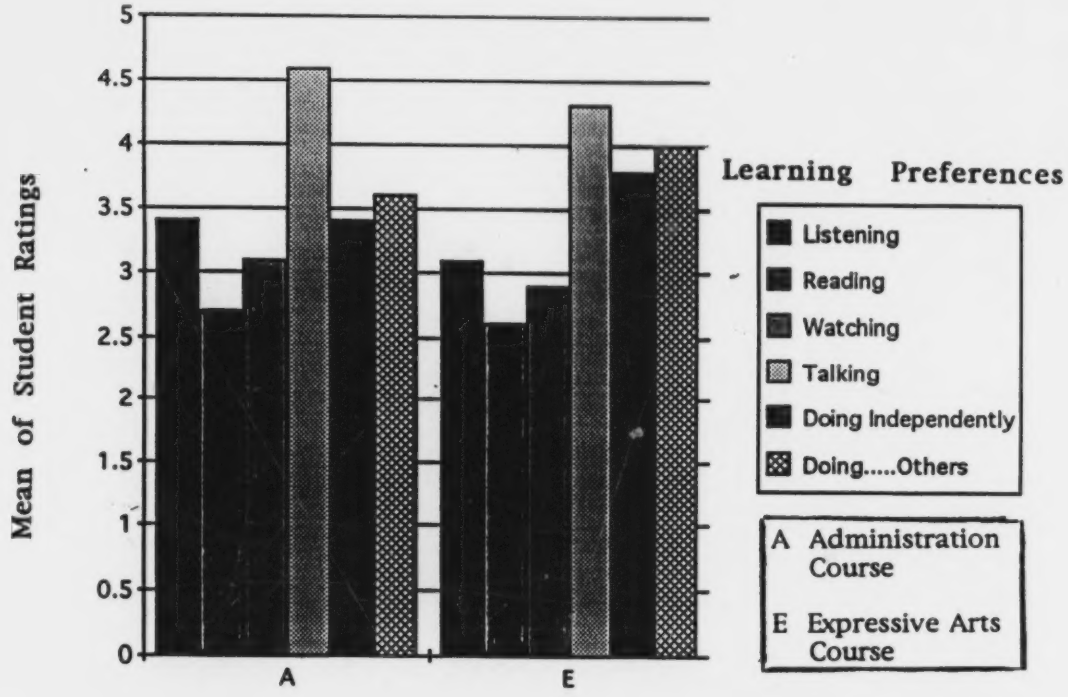
Approximately three-fourths of the students had some prior teaching/care giving experiences with young children, yet in many instances additional occupations were prominent. These backgrounds included nursing, waiting tables, banking, cleaning, library and secretarial services.

As seen in Figure 4, of the six learning preference questionnaire options, the three highest rated choices were: (1) talking with people, (2) doing an activity with others, and (3) doing an activity independently. The three less favored alternatives were listening to a presenter, watching

videos/movies, and reading. Two students each added a learning preference: "hands on with instruction" and "listening to others share experiences."

Figure 4. Administration and Expressive Arts Students' Learning Preferences.

Rating: 1 = Do Not Prefer . . . . . 5 = Very Much Prefer.



Vague replies came from the students about what they wanted to learn. "Learn the duties of an administrator. . . . .become more familiar with the administrative process. . . . . how to teach more creatively. . . . . ways to improve implementation and creative thinking."

Most of the students' concerns centered around logistics, expectations, and their ability to commit time to course work. And the help requested from the instructor in the final question listed such comments as: "Need answers

about my work. . . .be a resource person. . . . allow me to ask questions. . . . reassure me. . . .be available."

Students' perspectives of their competencies as self-directed learners are shown in the summary Table 9. Overall, there was a strong to fair degree of competence expressed. Most said they could relate well to teachers as facilitators and take initiative to use their resources. Also strong were the ability to collaborate and a sense of being a non-dependent, self-directed person. The area of some weakness was that of understanding and explaining the difference between teacher-directed and self-directed learning. In sum, when asked if they possessed the competencies of a self-directed learner, students responded in the affirmative.

During the one-hour interview with each student the week following the first session, the instructor asked details regarding questionnaire responses. The conversations confirmed students' writings. During these informal chats students asked more detailed questions about the self-directed learning process and the learning contracts; the instructor offered ideas and examples. The students' opportunity to design their own learning was in many instances initially viewed by them as a handicap or an extra burden. Knowing where to begin and how to decide what each needed to learn was a challenge for most. The instructor's listening and tailoring questions to each student's situations (past, present, and anticipated) helped the clarify this part of the work. The value of this talk time was mentioned by nearly every student in the response interview sessions. Thus, the individual appointments proved to be a motivating experience for the students. In addition, the instructor learned more details about students' needs and concerns which were then addressed by the instructor with individuals or with the entire class as deemed appropriate.

Learning contracts. After explanation of the process, construction of the course syllabus, and individual interviews, students began to design

Table 9. Results of COMPETENCIES OF SELF-DIRECTED LEARNING: A Self-Rating Instrument. Total N = 31.

Student stated possession of these competencies to the following degree:
S = Strong F = Fair W = Weak N = None

	S	F	W	N
1. An understanding of the differences in assumptions about learners and the skills required for learning under teacher-directed learning and self-directed learning, and the ability to explain these differences to others*	8	15	7	0
2. A concept of myself as being a non-dependent and a self directing person	20	11	0	0
3. The ability to relate to peers collaboratively, to see them as resources for diagnosing needs, planning my learning, and assisting my learning; and to give help to them and receive help from them	22	9	0	0
4. The ability to diagnose my own learning needs realistically, with help from teachers and peers	26	5	0	0
5. The ability to translate learning needs into learning objectives in a form that makes it possible for their accomplishment to be assessed	12	18	1	0
6. The ability to relate to teachers as facilitators, helpers, or consultants, and to take the initiative in making use of their resources	21	10	0	0
7. The ability to identify human and material resources appropriate to different kinds of learning objectives	18	13	0	0
8. The ability to select effective strategies for making use of learning resources to perform these strategies skillfully and with initiative	17	14	0	0
9. The ability to collect and validate evidence of the accomplishment of various kinds of learning objectives	17	14	0	0

*One student did not respond to section one.

contracts outlining their objectives, strategies, resources, target dates and evidences of accomplishment. The standards and ways of showing accomplishment were given by the instructor in Guidelines for Grade and Course Work Quality: Evaluation (See end of Appendices N and O).

A surprising request from many students was that the instructor set target dates for completion of contract work. Time lines were then suggested by the instructor, yet it was made clear that the student was to determine the target date suited to the project. To give more direction and clarity to expectations, the instructor also designed a sample learning contract for each course (See Appendices P and Q). Students selected projects from the syllabus objectives in each course. The strategies and resources were diverse and included such approaches as: (1) interviewing practitioners, (2) experimenting with varied methods of doing an activity, (3) producing a video tape, (4) designing a handbook, (5) preparing a parent-education workshop, (6) creating props/materials for classroom use, (7) preparing forms/documents, (8) critiquing situations and processes, (9) implementing new procedures, and (10) discovering new resources. Evidences of accomplishment ran the gamut from producing a traditional paper to displaying handwritten notes, from creating a practical document to designing a "dream" setting, and from writing interview questions and responses to verbally presenting in class with props and peer participation. Each contract reflected the individual's present level of knowledge, skills, and values with the goal of each rising to a higher level of knowledge, understanding, and ability (See sample student contract, Appendix R).

As students worked through their contracts, 5 of the 31 students renegotiated their original plans. When these students began to delve into their projects, more information was discovered, more ideas came to mind and the projects grew in terms of aims and desires for learning and doing. Hence, each asked to continue with the project and have it accepted as a combination

of a major and a minor project according to the Guidelines for Grade. After rationales were shared, the contracts were redesigned and mutually accepted by the students and instructor.

Of the 31 students' objectives, only 2 were rated "partially met" by the instructor. In these situations the instructor and individual conferred and the student adjusted the work to accomplish "fully met." Thus, the criteria of 4 out of 5 learning contract objectives to be marked "fully met" by both student and instructor was accomplished.

Thirty of the 31 students completed their learning contracts. The one unfinished was that of the student whose circumstances were mentioned in the process plan section of this report.

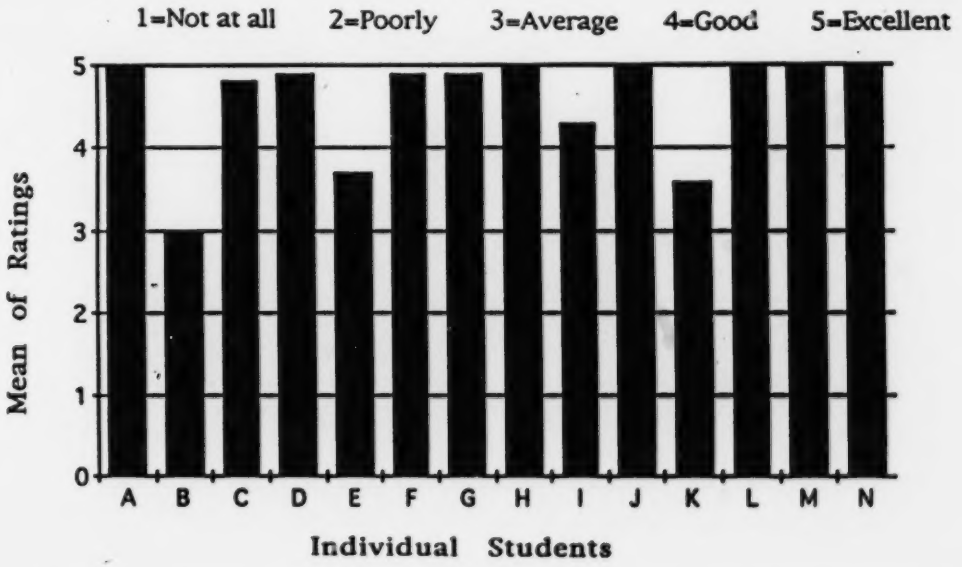
Weekly log entries. At the end of each class session the students and instructor spent approximately 10 minutes reflecting and writing. Students noted concepts learned, how these concepts applied to prospective or present work settings, and any lingering concerns or questions (See student sample log entry, Appendix S). Each week student logs were reviewed by the teacher who made encouraging, positive written responses before returning the journals to students at the next class period. As each course progressed, student log writings revealed the design, implementation and assessment steps of the journey. Student journal entries frequently contained questions or expansions about an idea presented during class. Sometimes positive comments about course/class happenings and bits of humor were shared in this written exchange between student and instructor. Therefore, the logs provided feedback to the instructor about students' perspectives. In addition, these logs served as rapport-building tools.

The instructor's log also documents the design, implementation, and assessment steps for the self-directed learning practicum. At times attention to student needs or logistics at the end of class temporarily delayed the instructor's logging. But the process, even when deferred, proved

advantageous. This system of written reflection helped focus, direct, and remind the instructor of the project status (See sample entry, Appendix T).

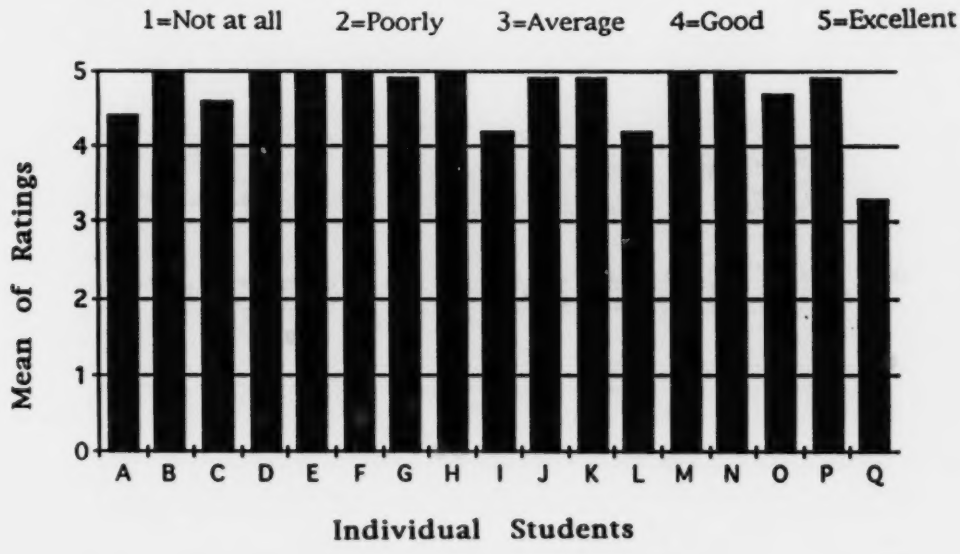
Instructor facilitation. At the end of each course students completed the Evaluation of a Teacher questionnaire. Figures 5 and 6 display the results.

Figure 5. Mean of Individual Administration Course Student Ratings on Evaluation of A Teacher Questionnaire.



The mean rating of the entire group of students in the Administration course on Evaluation of a Teacher questionnaire was 4.6 and the mean rating of all students in the Expressive Arts course was 4.7. However, 3 of the 14 Administrative course students' mean ratings fell below the 4.0 standard. So although the overall mean rating was 4.6, the standard of 9 out of every 10 students' responses showing a mean of 4 or higher was not met. But in the Expressive Arts course, only 1 of the 17 student mean ratings dipped below the 4.0 standard, so the criteria of 9 out of every 10 students' responses showing a mean of 4 or higher was met in this instance.

Figure 6. Mean of Individual Expressive Arts Course Student Ratings on Evaluation of a Teacher Questionnaire.



Educational needs met. At the end of each course students completed the Course Review Questionnaire. Tables 10 and 11 show a summary of this data.

Table 10. Summary of Course Review Questionnaire Data from Administration Course Students. Total N = 14.

COURSE REVIEW QUESTIONNAIRE

	Not at All	Some-what	Average	A Great Deal	
1. To what extent were you familiar with the content of this course before the course began?	5	2	5	2	
2. To what extent do you see this course as being necessary to your major area of study?	0	2	1	11	
3. Which term best describes the degree of your knowledge of the subject matter gained in this course?	0	0	3	11	
4. To what degree has participation in this course increased your desire to learn more about the subject?	0	0	4	10	
5. To what degree have you as a student in this course taken responsibility for the following:					
a. Willingness to be a self-motivated learner? (For example: doing more than just work assigned, learning to work with less supervision, selecting own projects within guidelines)	0	0	4	10	
b. Giving enough time to the course in reading, individual and class projects, etc.?	0	0	3	11	
c. Trying to develop a positive attitude toward this course?	0	0	4	10	
d. Trying to develop a positive attitude toward this instructor?	0	0	4	9	*
e. Being actively involved in					
(1) helping plan the course?	0	4	7	3	
(2) helping to evaluate your own work in the course?	0	2	7	5	

* One student gave no response.

Table 11. Summary of Course Review Questionnaire Data from Expressive Arts Course Students. Total N = 17.

COURSE REVIEW QUESTIONNAIRE

	Not at All	Some-what	Average	A Great Deal
1. To what extent were you familiar with the content of this course before the course began?	3	5	9	0
2. To what extent do you see this course as being necessary to your major area of study?	0	1	4	12
3. Which term best describes the degree of your knowledge of the subject matter gained in this course?	0	0	7	10
4. To what degree has participation in this course increased your desire to learn more about the subject?	0	1	3	13
5. To what degree have you as a student in this course taken responsibility for the following:				
a. Willingness to be a self-motivated learner? (For example: doing more than just work assigned, learning to work with less supervision, selecting own projects within guidelines)	0	0	6	11
b. Giving enough time to the course in reading, individual and class projects, etc.?	0	0	9	8
c. Trying to develop a positive attitude toward this course?	0	0	6	11
d. Trying to develop a positive attitude toward this instructor?	0	0	4	13
e. Being actively involved in				
(1) helping plan the course?	3	0	7	7
(2) helping to evaluate your own work in the course?	2	2	7	6

Similar patterns of response appeared in both courses. Approximately half of the students from both courses stated that they possessed average familiarity with the course content before the course began. Two students (both in the Administration course) said that they possessed a great deal of knowledge as they started the class. Most students viewed the courses as necessary to their major areas of study, in this instance, early childhood education. Two-thirds of those enrolled confirmed that they gained a great deal of knowledge from the courses. One-third said the knowledge gained was average. Twenty-three of the 31 students reported that their participation greatly increased their desire to learn more about the subject.

Six of the questions referred to the amount of responsibility students had taken for varied aspects of the educational process. Two students out of every 3 said that they had taken a great deal of responsibility in willingness as a self-directed learner and in developing a positive attitude toward the courses; one out of 3 said they were average in these categories.
In regard to giving enough time to the course, 12 reported "average" and 19 noted "a great deal". Responsibility for developing a positive attitude toward the instructor category received 22 "a great deal" votes and 10 "average" marks.

A wider range of responses emerged when involvement in planning and evaluating were reviewed. In both planning and evaluating, almost half (14) of the class members reported their involvement as average. A great deal of participation in planning the course was noted by 10 people. Eleven said they were greatly involved in evaluating their own work.

Question numbers 4 and 5, including the sub questions, are those which reflect students' feelings about their needs being met. So in noting the total of 217 possible responses (31 students x 7 questions), 13 were in the "not at all" and the "somewhat" ratings. All others (204) were rated "average" or "a great deal". With the average and great deal categories interpreted as positive

responses, the criteria of meeting students' educational needs were met.

Information shared by students during their response interviews with the instructor commended much of the self-directed learning process. General statements such as: "I learned a lot about myself, children, and about being a teacher...I did not think a college course could be so much fun...The experience allowed me to be relaxed and that allowed for more learning...It made me dig deeper into self guidance...I feel that I have learned much more because I set my own goals and objectives for this course which caused me to work harder to achieve them."

Most students told of the change from anxiety, uncertainty, and feeling overwhelmed at the beginning to feeling comfortable, confident, and capable at the end. But some students did begin with a positive approach. An example is one student's comment: "I had a good feeling coming in---it just got better."

During the response interview, two non-traditional students (both in the Administration course), expressed different opinions. They each stated a preference for the traditional "teacher tell, student listen/do" method of learning. When queried about their rationale, response was that they had grown up with this education style, were comfortable with it, and do not desire change. Both students did say, however, that they learned much with the self-directed process and that their educational needs were met.

Comments about the learning contract system included: "[It] kept me focused...was helpful because I could choose projects that served my needs and interests best...to get it down on paper so you knew what I wanted to learn was hard...allowed me to make decisions and help myself grow in areas I lack expertise. I also took the contracts as a challenge - to push myself a little harder."

The most challenging aspects for students were getting started, managing time, and sticking to the target dates. The easier portions of the course ranged from finding resource materials, freedom of assignments, lack

of testing rote memory, "taking in what the instructor had to offer", to sharing in class.

Suggestions for course or instructor change were few. Most comments could be summarized in one student's response: "I like it the way it is." Only one student expressed a dislike for the journal writing. All others either commented favorably or at least approved of the experience.

When asked how they would describe the course to a friend, the students' commentaries were many. Excerpts from their responses include: "The class atmosphere is very relaxed, but you learn a lot...You get involved with other students, the community and other educators in the field...It's hard, but fun...You should be prepared to do much research...learn from classmate's experiences...learn from instructor's experiences...You must be self-motivated."

In sum, the results were as follows:

1. The self-directed learning process plan was completed according to the steps outlined in the Process Plans Checklist.

2. Individual students and instructor collaborated to design the course syllabi.

3. The instructor learned about each student's background, educational needs, and competencies as a self-directed learner through completed questionnaires and individual interviews with each student.

4. Each student designed her own learning contract. Thirty out of 31 students completed their contracts.

5. Every student and the instructor completed weekly log entries which verify the design, implementation, and assessment steps of the self-directed learning process.

6. Twenty-seven of the 31 students reported that the instructor served effectively as facilitator.

7. Although two of the 31 students stated a preference for traditional learning modes, the self-directed process was the choice of 29 students; and all students reported that the process was useful in meeting their educational needs.

Discussion

In the college setting the self-directed learning process presented some positive results. A basic component of this system is the instructor's openness and channels for interaction among students and between students and instructor. The supportive climate and collaborative spirit are essential for favorable outcomes. The multiple channels of communication used--questionnaires, interviews, spontaneous personal dialogues, small group discussions (rotating group members), partner activities, instructor's presentations, students' presentations, students' informal sharing of experiences with their peers, and journal writings--were key elements in the success of the self-directed learning process.

The process steps were adequate to accomplish the task. However, this learning approach required a large portion of class time for explaining instructor and student roles and expectations. Additional time was spent in interviewing and in responding to individual student questions, concerns, and needs as they spontaneously arose throughout the courses. The challenge to balance the time devoted to the learning process and the time devoted to learning content--specific knowledge and skills--was continual.

The most notable diversity of students in this practicum was that of age. The usual student discomfort and anxiety expressed in this type of heterogeneous group dissipated with this collaborative approach. The rotating of small group members for in-class activities was especially effective in defraying this concern. Before and after class, as well as during these informal sessions, students of varied ages shared problems, ideas and solutions in an enthusiastic spirit.

Ambiguous responses to what students wanted to learn from the courses presents a question. Why were the responses so vague when instructions were given to be specific? One possible answer is that students initially had limited course content information and therefore had no knowledge base from which to draw. Yet half of the students said that they possessed at least average knowledge of the topic prior to the course. Another possibility is that students had no previous experience of giving serious thought about what they wanted to learn, or they did not possess the skills to focus on specifics. The self-directed learning design required these student generalities to be defined.

Results of the Evaluation of a Teacher questionnaire were more positive from students in the Expressive Arts course than from students in the Administration course. Two explanations can be presented: (1) The course content of Expressive Arts is more compatible with the self-directed learning process than the Administration course content. This congeniality of content and process may have provided a natural flow of happenings to prompt the more favorable responses. (2) Since the Expressive Arts implementation was application of the process for the second time, the instructor's actual competence in carrying out the same steps may have improved.

Student response to the last two questions of the Course Review Questionnaire were surprising. Although this course was designed to be self-directed, seven students reported little or no involvement in helping plan the course. Six students reported little or no involvement in evaluation of her

work in the course. Perhaps these responses came from the students who asked the most questions and who sought the most guidance from the instructor. This reliance or need for support may have caused students to feel that they had limited involvement. Since the questionnaires were done anonymously, verification of this hypothesis is not possible. Or perhaps the fact that the quality and quantity guidelines were designed by the instructor caused these students to be less involved in planning the course and in evaluating their own work.

Recommendations

Although this self-directed learning approach met the educational needs of students enrolled in two early childhood education courses, its application in other circumstances would need careful consideration. Among the factors to be weighed are: (1) size of class, (2) length of each class session, (3) motivation and self-discipline of students, (4) basic academic abilities of students, (5) type of formal work assessment required, and (6) instructor's demeanor and ability to invest additional time in the process.

Since much individual dialogue is needed before and after class and between class sessions, the number of students in any one class would be best limited to 20. Also, these multiple modes of interaction and collaboration during the class sessions work best if the sessions are longer than the traditional 50-minute period. A two-and-one-half hour time for each class allows from a variety of learning experiences including small group or partner activities as well as instructor presentations.

Individual readiness for this type of learning needs to be investigated. The self-discipline and sense of focus required in this learning approach would likely make it less suitable for freshmen college students than for upper classman. First year college students of typical age need more specificity and

more direction than the self-directed process possesses. Also, students whose academic abilities are lacking or who may be attending a first term probationary period would find this style too loosely structured to meet their needs.

Assessment is of concern as well. In contracting for a student-determined grade, the students may choose to work for an A or B but be incapable of accomplishing either the quality or quantity to meet that standard. Students typically wish to receive an A or no lower than a C grade. Hence, students need to be challenged yet be realistic and be held accountable for their performance. Furthermore, if the educational institution seeks assessment patterns or grades which are distributed from A through F, the self-directed learning pattern will not suffice. Therefore, those activating this method may find evaluation a challenge.

The instructor's desire to help students succeed and a bent toward giving extra individual attention are also necessary to true implementation of this learning process. But the additional effort brings gratifying results for both instructor and students.

For those instructors desiring to explore the possibilities of the self-directed learning process in the college classroom, two partially self-directed methods could be used. The teacher might design a base or foundation assignment for the first half of the course in the traditional fashion and assure that all students are exposed to primary knowledge. The learning contract/self-directed process could be implemented on a small scale for the second half of the semester, allowing students to pursue topics of individual interest or need. Another way would be to begin with a mini learning contract. This project of limited choice would be done for a shorter time, perhaps three to four weeks. Then an extended, major contract with more depth of investigation and more time allotted would follow.

In sum, the self-directed learning process is an instructional approach

with potential application to meet the diverse educational needs of students. The knowledge and skills gained in this manner can be maximized when: (1) class size is small, (2) class periods are longer than one hour, (3) students possess the needed academic skills, motivation, and self-discipline, (4) grades do not need to be distributed A through F, and (5) the instructor is personally amiable and is professionally committed to the philosophy of the self-directed learning process.

Dissemination

The outcomes have been informally shared with the writer's collegiate co-worker who will receive a final written copy as well. This data and experience can also be discussed at the Faculty in Touch sessions to begin next fall. At these casual dialogue gatherings, early childhood instructors from various colleges will meet to exchange ideas and perspectives for improved classroom instruction. The self-directed learning process will be one such idea.

The final printed form will also be available to faculty of the writer's college and the writer will offer a copy to the college library.

Other possible channels of dissemination are presentations by the writer at conferences or meetings of the state Coalition of Associate Degree Early Childhood Programs, the National Association of Early Childhood Teacher Educators and the National Association for the Education of Young Children. In addition, a submission of this report to Educational Research and Information Center (ERIC) will offer this information to a much larger population.

The time and effort in planning and implementing this practicum has

benefited many. And it has been observed that when implemented with discretion, the process enriches both instructor and students. Hence, one way to meet the diverse learning needs of early childhood education college students is through self-directed learning.

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APPENDIX A

ADMINISTRATION OF EARLY CHILDHOOD PROGRAMS: STAFFING AND CURRICULA

Instructor: Maxine Burgett
Date: Fall 1991
Office: 489-0800 ext. 506
Home: (call first) 453-7569

COLLEGE

Teacher Education

Course Syllabus

Credit Hours 3

Course Number: Educ 290

Course Title for the catalog: Administration of Early Childhood Programs: Staffing and Curricula

Catalog description: A study of the staff environment, and personal interactions which exemplify quality early childhood programs. Emphasis is placed on practical methods for leadership: hiring, developing, and maintaining quality staff and supervising developmentally appropriate practices within the early childhood setting. Offered each fall.

The prerequisite(s) for this course is (are): Educ 220 and/or experience working in child care center.

The enrollment restriction(s) for this course is (are): 30 students

Course and field/clinical experience objectives (including knowledge, skills, attitudes and values):

Knowledge:

The student will:

1. Know the purposes, standards, philosophy of early childhood education related to staffing and curricula.
2. Identify appropriate staff hiring and dismissing practices.
3. Know the steps in orienting new staff.
4. Identify leadership and staff learning styles and abilities necessary for their implementation.
5. Describe effective modes of communicating and motivating staff.
6. Indicate symptoms of staff problems and how to effectively deal with them.
7. Learn ways to implement change within the existing early childhood program.
8. Identify the characteristics of preschool children as they relate to designing developmentally appropriate practice in early childhood programs.

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9. Collect methods of objectively observing/recording/assessing child behavior and child needs.

10. Define criteria for evaluating a healthful learning environment for young children.

11. Chart a plan for (a) making changes/additions to a preschool environment to enhance the program (b) communicating to parents the values and procedures for these changes.

12. Formulate an expanded list of curriculum resources - materials/concepts/persons/places.

13. Cite specific classroom management procedures which offer optimum feelings of child self-worth.

Skills:

The student will:

1. Write a statement of his/her philosophy and goals stating developmentally appropriate practice as an administrator in regard to staffing and curricula.

2. Formulate appropriate steps in acquiring and dismissing staff.

3. Exemplify professionalism through interaction with professional organizations, persons, and materials.

4. Increase communication skills which enhance staff-administrator, staff-child and staff-family relationships.

5. Establish/up-date written personnel policies for an early childhood program.

6. Expand skills in conducting effective staff meetings.

7. Determine problems/challenges in early childhood programs and procedures to solve problems and manage change.

8. Use objective observations/recordings/assessments of children and staff in making adaptations or changes in a program for young children, giving respect to child's total development.

9. Create a healthful learning environment where teaching emphasizes meeting children's needs rather than presenting subject matter.

10. Employ curriculum resources--materials, concepts, persons, and places--to enrich the program and give satisfaction to both children and staff.

11. Model appropriate classroom management procedures and guide staff in implementing procedures which build child self-esteem.

12. Employ an environmental assessment tool to a specific preschool program and analyze the program's strengths and areas of need.

Attitudes and Values:

The student will:

1. Communicate and model professional ethics, appropriate values and attitudes to staff members and community.

2. Develop an administrative style that is based on knowledge of child development and learning theories and reflects the belief in the unique contribution of each individual.

3. Renew sense of what it is like to be a child and convey that feeling and understanding to staff to create appropriate environments for children.

4. Enjoy the opportunity for positive change in early childhood programs.

5. Support colleagues in problem-solving and formulating methods of implementing effective preschool curricula.

6. Grasp the significance of emphasizing child self-discovery and self-worth in early childhood programs.

Required Readings:

Cherry, Clare, Barbara Harkness, and Kay Kuzma, NURSERY SCHOOL AND DAY CARE CENTER MANAGEMENT GUIDE (Second Edition). David S. Lake Publishers, Belmont, CA 1987.

plus

6 OUTSIDE READINGS (chapters/articles) from sources such as those listed below. These readings are to be related to the 13 functional areas: (1) Safe; (2) Healthy; (3) Learning Environment; (4) Physical; (5) Cognitive; (6) Communication; (7) Creative; (8) Self; (9) Social; (10) Guidance; (11) Families; (12) Program Management and (13) Professionalism.

Child Care Information Exchange
Young Children
Child Care Center
Pre-K Today

Child Care Administration
Mainstreaming Young Children
Play and Early Childhood Development
Young Children in Action

And many other sources instructor provides.

Instructional Strategies:

Discuss topics, small group interaction, informal sharing, presentation of information by instructor, student presentations, handouts, participation projects, resource people, field trip.

Course Content:

I. Organizing the early childhood program
   A. Functions of management
   B. Leadership styles
   C. Professional demeanor/appearance/work habits
   D. Organizational structure
   E. Scheduling

II. Acquiring and dismissing staff
   A. Qualifications
   B. Job descriptions
   C. Skills in hiring personnel
   D. Orientation
   E. Employee policies
   F. Documentation
   G. Dismissal procedures

III. Maintaining staff
   A. Guiding/motivating employees
   B. Communication procedures
   C. Problem solving
   D. Staff meetings
   E. Evaluations

IV. Curricula overview
   A. Child development overview
   B. Philosophy
   C. Developmentally appropriate practice
   D. Classroom management
   E. Individualization

V. Development of environment
   A. Safe
   B. Healthy
   C. Food/nutrition
   D. Psychological environment
   E. Indoor/Outdoor
   F. Field trips

VI. Curricula areas and implementation
   A. Cognitive
   B. Physical
   C. Social/emotional
   D. Spiritual
   E. Language/communication
   F. Creative
   G. Self
   H. Schedules
   I. Lesson plans
   J. Resources

Methods of Evaluation:

The student will:

1. Be present at all class sessions.

2. Through class participation express knowledge and ability to implement information from text and outside readings.

3. Write short essays in class reflecting knowledge, application, professional expression of materials and information presented.

4. Complete 2 projects as stated on attached papers to be evaluated with the CRITERIA FOR EVALUATING EARLY CHILDHOOD EDUCATION-ADMINISTRATION COURSE PROJECTS (attached).

5. Complete outside readings (see required readings and information following).

Written Requirements:

I. For each of 6 outside readings write one page containing the following:

(a) Source - Title, Author, Pages
(b) Summary of article
(c) Your response/critique
(d) Name of functional area (one of 13)

II. STAFF PROJECTS - Select One
- 6-10 pages (or as needed)

1. PREPARE A WRITTEN STAFF POLICIES HANDBOOK FOR AN EARLY CHILDHOOD PROGRAM using the CREATE YOUR EMPLOYEE HANDBOOK FAST AND PROFESSIONALLY (J. Harris) as a base model and tailoring it to meet needs of a specific setting.

2. Confer with 3 different administrators in regard to topic(s) of course. Develop minimum of 20 questions and record their responses. Write your response to each of these experiences--helpful information you gained, areas you could still explore or which stir your concern, etc.

3. Write an expanded paper on your philosophy of education and specific goals. Give examples of how these goals would be carried out in the daily curriculum.

4. With staff input write job descriptions or up-date present job descriptions for at least four positions. Also tell how and why you did this.

5. Make an annotated bibliography of books, periodicals, and other resource materials you wish to explore beyond that which you are doing for this class. Bibliography should contain minimum of 20 listings.

6. Develop a plan for delegating at your center, utilizing the principle of capitalizing on the strengths of each staff person.

7. Identify ten areas which are positive motivations for persons working in your center (give specific examples). Identify three areas where motivation is low and determine methods for improving these.

8. List seven steps you could take to improve the effectiveness of your center's staff meetings. Explain how you plan to carry out these steps.

9. Develop and deliver a presentation to your staff expressing the traits of professionalism. Report the initial response to your presentation.

10. Identify the areas in which each of your staff needs training-beyond the state regulations. Provide evidence for each area determined and plan how this need can be met.

III. CURRICULA PROJECTS - Select One
- 6-10 pages (or as needed)

1. IMPLEMENT ONE OF THE ENVIRONMENTAL ASSESSMENT/RATING SCALES PRESENTED IN CLASS. Prepare a written paper telling how, when, where, why project was done. Present results (strengths/areas to improve), how you interact with staff to implement and report results as well as how you plan/recommend these improvement be made.

2. Plan and implement procedure for objective observation and recording of children's behaviors in your center. Present methods/forms to be used, how will train staff, how information will be used, etc.

3. Collaborate with staff and prepare a 5-year plan for equipment purchase for your center. Include materials/equipment for physical, cognitive, language, social-emotional, creative areas.

4. Collaborate with your staff to develop a sequential written curriculum for at least three developmental levels. Example: Physical development (large motor, small motor, and sensory with ages 3, 4, 5)

5. Develop a language bank with coordinated activities for a specific developmental age level related to 2 different themes/topics.

6. Confer with staff and develop a method of designing and using individual educational plans (I.E.P.).

7. Research a specific curriculum such as High Scope, Little People's Workshop, Mrs. Green's Curriculum, etc. Discuss the basic elements of the curriculum and assess according to developmentally appropriate practices. Also analyze pros/cons from management/staff perspective.

8. Investigate the management needs for a preschool with an integrated special needs child. Interview person participating in such a program and review literature regarding mainstreaming.

9. Research and compare 2 different screening/assessment tools available for the preschool level. (Available from SERRC.) Tell pros/cons of each, how, when could be used in a preschool/child care setting.

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.

APPENDIX B

EXPRESSIVE ARTS FOR YOUNG CHILDREN SYLLABUS

Instructor: Maxine Burgett
Date: Spring 1992
Semester Hours: 3
Field/Clinical Hours: 15
Office: Education 489-0800
CDC 489-7369

MALONE COLLEGE

Teacher Education

Course Syllabus

Course Number: Educ 270

Course Title: Expressive Arts: Music, Art, Movement for Young Children

Catalog Description: An understanding and application of the values and principles of creativity for the young child. The study focuses upon the multi-facets of creativity and how to offer them in the early childhood setting. Offered each spring.

Prerequisite: None

Enrollment Limit: 30 students

Course and clinical/field experience objectives:

Knowledge:

The student will:

1. Define creativity and aesthetics as they apply to early childhood development and programs.
2. State benefits of creativity and aesthetic experiences for young children and their teachers.
3. Identify the relationships between children's play and their creativity.
4. Discern expressions of young children and their teachers which are more/less creative.
5. Indicate specific aspects of the teacher-facilitator role relating to creative activities for young children.
6. Describe how appropriate creative and aesthetic experiences (developmentally appropriate practices) meet the needs of young children.
7. Determine procedures for successful implementation of creative experiences for young children.
8. Identify the specific elements of creative environments related to safety, space, equipment, guidance practices and schedules.

9. Acquire a repertoire of ideas for creative experiences with young children in the areas of art, movement, puppetry, music, language arts, sciencing, mathematics, food experiences, social studies, holidays and seasons. 70

10. Explain the value of expressive arts experiences to parents of young children.

Skills:

The student will:

1. Develop a more creative personal character that will translate into stimulating creative opportunities for young children.

2. Identify and record more/less creative experiences of young children in a broad scope of curricula.

3. Implement questioning techniques which stimulate original thinking and actions of young children.

4. Interact suitably with children in their play to enhance their creativeness.

5. Communicate to adults the value of play in the developmentally appropriate curriculum.

6. Form plans and management skills which produce healthy and inventive, creative learning environments.

7. Plan creative experiences for young children in the following areas: art, movement, puppetry, music, language arts, sciencing, mathematics, food experience, social studies, holidays, and seasons.

8. Create a resource file of creative activities for young children in the above-mentioned areas.

9. Originate a list of teacher sources--persons, organizations, visuals, workshops, publications, places--for learning more about children's creativity.

Attitudes and Values:

The student will:

1. Accept the benefits of more creative environments and interactions for both young children and the teachers of young children.

2. Esteem the uniqueness of each child, the child's right to be him/her self, and the child's potential contribution to a group (family, friends, larger community).

3. Embrance a child's creative experiences as a means of developing child self esteem as well as cognitive, physical, and social skills.

4. Choose to invest the time and energy required to plan, implement, and evaluate appropriate creative environments and experiences which provide optimum development for young children and offer teacher satisfaction.

5. Advocate an early childhood educational curriculum which upholds children's play as a component of a developmentally appropriate curriculum for young children.

6. Display receptivity to new sources for learning more about children's creativity.

Required Text:

Creative Activities for Young Children, Third Edition, Mayesky, Mary, Neuman, Donald, and Wlodkowski, Raymond. Delmar Publishes, Inc., 1990.

Suggested Instructional Strategies:

Presentation of information by instructor, discussion of topics with students, small student group interaction, sample activities to be carried out in field observation/participation, student presentations, audio-visual instructional materials, resource persons.

Course Content: (Topics to be covered)

I. Overview of creativity in the early childhood program

A. Definition/Value of creativity

B. Concepts which foster creativity and aesthetics

C. Play and Creativity

D. Planning and implementing a creative program

1. Children
2. Staff
3. Environment/materials

E. Child development and creativity

II. Creative activities in curricula

A. Art
B. Dramatic play
C. Language/puppetry
D. Movement
E. Music
F. Sciencing
G. Mathematics
H. Food Experiences
I. Social Studies
J. Health/Safety
K. Holidays/Seasons

Requirements:

1. Read the text in its entirety.

2. Prepare a written/class presentation on one specific aspect of expressive arts.

3. Observe and record more/less creative experiences (6 separate incidents, one page each) from field experiences with young children (3 total hours).

4. Make an original chart/diagram/sketch of a preschool classroom (or an outdoor area) which depicts opportunity for creativity. Identify each area, equipment, materials, safety and space considerations. Also explain the value of each of the areas/arrangement/pieces of equipment (how children would use) to enhance creative experiences.

5. Compile a creative curricula file for a specific theme/unit to be used with preschool children. Include at least two activities for each of the following areas: art, dramatic play, language arts, movement, music, sciencing, mathematics, food experiences, social studies, holidays, seasons.

6. Implement at least three (3) of the above activities with a group of children. Prepare a written evaluation of each of these experiences, one page each.

7. Prepare a display of children's art to be presented in class. Express <u>your</u> creativity in the display.

8. For ideas see Appendix C, page 502 of text.

<u>Evaluation</u>:

1. Class attendance is very important. The discussions will be valuable additions to your outside experiences and will provide opportunities for you to question and clarify concepts. Outside sources (audio-visuals and persons) will be included in classroom experiences.

2. Each of the assignments stated above will be graded and considered in determining a course grade.

3. Two tests will be given (midterm and final).

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.

APPENDIX C

COLLEGE EARLY CHILDHOOD EDUCATION INSTRUCTOR
QUESTIONNAIRE

May 1992

Dear Colleague:

Many colleges are now finding increased student diversity in early childhood education courses. This heterogenity, particularly in terms of student age and life experiences, presents challenges in meeting individual educational needs.

As a graduate student focusing on early childhood instructional leadership, I am personnally and professionally challenged to assess and improve my classroom teaching at College, Your shared expertise regarding typical class composition and its impact upon your classroom teaching will be valuable in identifying the magnitude of this concern and in noting varied approaches to addressing the issue. This information will be kept confidential and will be used as reference in writing and implementing a doctoral project: Meeting Traditional and Non-traditional College Early Childhood Education Students' Learning Needs.

I would appreciate your response to the enclosed questionnaire by May 30. A stamped, self-addressed envelope is enclosed for your convenience. If you wish to be informed of the survey results, please put your name and return address on the enclosed envelope.

Thank you for sharing your knowledge and time.

Sincerely,

Maxine Burgett

Maxine Burgett
Instructor
Early Childhood Education

QUESTIONNAIRE

COLLEGE EARLY CHILDHOOD COURSE PROFILE
AND
ITS IMPACT ON INSTRUCTION

Your response to the following questions will be appreciated.

1. As an early childhood education instructor, my class composite for the past school year (1991-1992) was:

___ a. 100% traditional students (0% non-traditional)

___ b. 75-100% traditional students (0-25% non-traditional)

___ c. 50-75% traditional students (25-50% non-traditional)

___ d. 25-50% traditional students (50-75% non-traditional)

___ E. 0-25% traditional students (75-100% non-traditional)

2. Did your class composite influence the course objectives regarding knowledge, skills, values and attitudes?

___ a. Yes

___ b. No

IF YOUR ANSWER IS "a", in what way was this influence expressed?

_____

_____

3. What instructional methods did you use?
For each listing, circle the frequency which applies.

F = Frequently S = Sometimes R = Rarely N = Never

a. Lecture	F	S	R	N
b. Class discussion	F	S	R	N
c. Guest presenter	F	S	R	N
d. Videos/movies	F	S	R	N
e. Small group interaction	F	S	R	N
f. Role playing	F	S	R	N
g. Field trips	F	S	R	N
h. Field experience/hands-on interaction .	F	S	R	N
i. Student peer teaching/mentoring	F	S	R	N
j. Teacher-made modules/Units for student independent study	F	S	R	N
k. Individualized teacher-student plan . .	F	S	R	N
l. Other _____ .	F	S	R	N

4. What types of student assessments/evaluations did you use?
For each listing, circle the frequency which applies.

a. Written tests	F	S	R	N
b. Oral tests	F	S	R	N
c. Oral reports (teacher assigned)	F	S	R	N
d. Oral reports (student choice)	F	S	R	N
e. Written reports (teacher assigned) . .	F	S	R	N
f. Written reports (student choice) . . .	F	S	R	N
g. Specific projects (teacher assigned) .	F	S	R	N
h. Specific projects (student choice) . .	F	S	R	N
i. Student logs/journals	F	S	R	N
j. Student reflective analysis	F	S	R	N
k. Other _____ .	F	S	R	N

COMMENTS:

Thank You.

APPENDIX D

PROCESS PLANS CHECKLIST

PROCESS PLANS CHECKLIST

F= Fully Met P = Partially Met N = Not Met

PROCESS	CRITERIA MET*		
	F	P	N
1. Orientation/Climate setting/Relationship Building			
2. Diagnosis of needs for learning			
3. Formulating objectives			
4. Designing learning plans			
5. Contract revision and group planning			
6. Presentation of learning experiences and information by students			
7. Presentation of learning experiences and information by instructor			
8. Completion of learning contract evidence			
9. Course evaluation			

The role of instructor in the above process is that of initiator, stimulator, facilitator, and resource provider.

* Annotated evidence for criteria marked is available in instructor's weekly log entries.

APPENDIX E

STUDENT QUESTIONNAIRE:
BACKGROUND AND EDUCATIONAL NEEDS

STUDENT QUESTIONNAIRE

BACKGROUND AND EDUCATIONAL NEEDS

1. Present college enrollment: _____ Full Time (12 hours or more)

_____Part Time (Less than 12 hours)

2. College experience:

___ First college course

___ Have 2 - 16 semester hours credit

___ Have completed 1 year of college

___ Have completed 2 years of college

___ Have completed 3 years of college

___ Have B. S. degree

___ Have Master's Degree

3. Other educational/training experience _____

4. Sex: ___ Male ___ Female

5. Reason I enrolled in this class:

___ To add Prekindergarten to teacher certificate

___ To get 12 semester hours toward Department of Human Services requirement

___ To meet AA in Early Childhood Education requirements

___ To meet BS in Early Childhood and Elementary Education requirements

___ Graduate credit

___ Personal/professional interest only

___ Other _____

6. Age group:

___ 18-22 ___ 31-40 ___ 51-60 ___ 71-80

___ 23-30 ___ 41-50 ___ 61-70

STUDENT QUESTIONNAIRE
BACKGROUND AND EDUCATIONAL NEEDS
Page 2

7. Previous Experience:

Years in prekindergarten program

___ teacher ___ administrator ___ other_____

Years in elementary education program

___ teacher ___ administrator ___ other _____

Years in special education program

___ teacher ___ other _____

Years in other work

___ years in _____

___ years in _____

8. Other information you wish to share:

_____

_____

9. What is your learning preference? Use a number 1, 2, 3, 4, or 5 for each listing below. 1 = Do not prefer. . .5 = Very much prefer

_____ Listening to presenter

_____ Reading

_____ Watching videos/movies

_____ Talking with people

_____ Doing an activity independently

_____ Doing an activity with others

_____ Other _____

STUDENT QUESTIONNAIRE
BACKGROUND AND EDUCATIONAL NEEDS
Page 3

10. What do you wish to learn from this course? Be as specific as you can.

_____

_____

11. What concerns do you have as you begin this course?

_____

_____

13. How can the instructor be most helpful in your learning experiences?

_____

_____

APPENDIX F

COMPETENCIES OF SELF-DIRECTED LEARNING QUESTIONNAIRE

Competencies of Self-Directed Learning

A Self-Rating Instrument

I possess these competencies to the following degree:
S = Strong F = Fair W = Weak N = None
Circle your selected response.

1. An understanding of the differences in assumptions about learners and the skills required for learning under teacher-directed learning and self-directed learning, and the ability to explain these differences to others	S	F	W	N
2. A concept of myself as being a non-dependent and a self directing person	S	F	W	N
3. The ability to relate to peers collaboratively, to see them as resources for diagnosing needs, planning my learning, and assisting my learning; and to give help to them and receive help from them	S	F	W	N
4. The ability to diagnose my own learning needs realistically, with help from teachers and peers	S	F	W	N
5. The ability to translate learning needs into learning objectives in a form that makes it possible for their accomplishment to be assessed	S	F	W	N
6. The ability to relate to teachers as facilitators, helpers, or consultants, and to take the initiative in making use of their resources	S	F	W	N
7. The ability to identify human and material resources appropriate to different kinds of learning objectives	S	F	W	N
8. The ability to select effective strategies for making use of learning resources and to perform these strategies skillfully and with initiative	S	F	W	N
9. The ability to collect and validate evidence of the accomplishment of various kinds of learning objectives	S	F	W	N

Note. From Self-Directed Learning: A Guide for Learners and Teachers (p. 61) by M. Knowles, 1975. Reprinted for classroom use by permission (p. 59).

APPENDIX G

INITIAL STUDENT INTERVIEW QUESTIONS

INITIAL STUDENT INTERVIEW QUESTIONS

1. What are your first impressions of this course?

2. When learning something, whom or what do you rely on for informational help?

3. What is your preferred way to learn new information/skills?

4. Describe an example of an especially meaningful learning experience you have had. What made it so special for you?

5. How do you learn best?

6. What would you like to tell me about yourself that will help make this course and our time together beneficial?

7. Have you ever participated in a self-directed learning course before? If so, how did you feel about it?

APPENDIX H

LEARNING CONTRACT FORM

		LEARNING CONTRACT			F=FULLY MET
					P=PARTIALLY
NAME		COURSE		CONTRACT GRADE	N=NOT MET
OBJECTIVES	RESCOURCES/STRATEGIES	TARGET DATE	EVIDENCE OF ACCOMPLISHMENT	STANDARDS AND WAYS OF SHOWING ACCOMPLISHMENT	ASSESSMENT (F/P/N)

APPENDIX I

STUDENT'S LOG FORM

		STUDENT'S LOG FORM	
			QUESTIONS/CONCERNS
DATE		HOW CONCEPT APPLIES TO	AND/OR
SESSION NO.	MAIN CONCEPTS LEARNED	PROSPECTIVE /PRESENT WORK SETTING	POSITIVE FEELINGS I HAVE

APPENDIX J

INSTRUCTOR'S LOG FORM

		INSTRUCTOR'S LOG FORM		
DATE	SUMMARY OF CLASS EVENTS	UNEXPECTED EVENTS	QUESTIONS/CONCERNS	TO DO FOR NEXT SESSION
SESSION NO.				

APPENDIX K

EVALUATION OF TEACHER QUESTIONNAIRE

EVALUATION OF A TEACHER

1=Not at all 2=Poorly 3=Average 4=Good 5=Excellent

	1	2	3	4	5
HOW WELL DOES THIS TEACHER:					
1. Encourage and respect student's rights to express opinions different from her own?	☐	☐	☐	☐	☐
2. Appear to understand students' feelings and problems?	☐	☐	☐	☐	☐
3. Tell or show students they have done particularly well?	☐	☐	☐	☐	☐
4. Show interest in and/or enthusiasm for this subject?	☐	☐	☐	☐	☐
5. Uses examples or illustrations to clarify the material covered in the text or presentations?	☐	☐	☐	☐	☐
6. Plan with students for an effective learning experience during this course?	☐	☐	☐	☐	☐
7. Try to find the best ways to help each individual student learn?	☐	☐	☐	☐	☐
8. Make clear and follow through on objectives for this course?	☐	☐	☐	☐	☐
9. Make clear the method of evaluating students' work?	☐	☐	☐	☐	☐

If you desire, please explain or comment on your replies.

_____

_____

Note. Adapted from Self-Directed Learning: A Guide for Learners and Teachers (p. 127-128) by M. Knowles, 1975. Used by permission (p.59).

APPENDIX I.

COURSE REVIEW QUESTIONNAIRE

COURSE REVIEW QUESTIONNAIRE

	Not at All	Some-what	Average	A Great Deal
1. To what extent were you familiar with the content of this course before the course began?	☐	☐	☐	☐
2. To what extent do you see this course as being necessary to your major area of study?	☐	☐	☐	☐
3. Which term best describes the degree of your knowledge of the subject matter gained in this course?	☐	☐	☐	☐
4. To what degree has participation in this course increased your desire to learn more about the subject?	☐	☐	☐	☐
5. To what degree have you as a student in this course taken responsibility for the following:				
a. Willingness to be a self-motivated learner? (For example: doing more than just work assigned, learning to work with less supervision, selecting own projects within guidelines)	☐	☐	☐	☐
b. Giving enough time to the course in reading, individual and class projects, etc.?	☐	☐	☐	☐
c. Trying to develop a positive attitude toward this course?	☐	☐	☐	☐
d. Trying to develop a positive attitude toward this instructor?	☐	☐	☐	☐
e. Being actively involved in				
(1) helping plan the course?	☐	☐	☐	☐
(2) helping to evaluate your own work in the course?	☐	☐	☐	☐

If you desire, please explain or comment on your replies.

_____

_____

Note. From Self-Directed Learning: A Guide for Learners and Teachers (p. 127-128) by M. Knowles, 1975. Reprinted for classroom use by permission (p. 59). Used by permission (p. 59).

APPENDIX M

STUDENT RESPONSE INTERVIEW QUESTIONS

STUDENT RESPONSE
INTERVIEW QUESTIONS

1. What do you think about your learning experience in this course?

2. How do you feel about this course and its process now compared to how you felt about this course at the beginning?

3. Was the learning contract system helpful to your learning? Why or why not?

4. What was the most challenging part of this course?

5. What was easiest for you?

6. If you were to repeat this course, what would you do differently?

   What would you like changed?

7. What suggestions do you have for the instructor of this course?

8. If a friend asked you to describe this course, what would you say. . . .

   about course content? . . . about course process?

APPENDIX N

COMPOSITE COURSE SYLLABUS

ADMINISTRATION OF EARLY CHILDHOOD PROGRAMS:
STAFFING AND CURRICULA

Instructor: Maxine Burgett
Office: 489-0800 ext. 506
Home: (Call first) 453-7569

Date: Fall 1992
Credit Hours: 3

____ COLLEGE

Teacher Education

Course Syllabus

Course Number: Educ 290

Course Title for the Catalog: Administration of Early Childhood Programs: Staffing and Curricula

Catalog Description: A study of the staff environment and personal interactions which exemplify quality early childhood programs. Emphasis is placed on practical methods for leadership: hiring, developing, and maintain quality staff and supervising developmentally appropriate practices within the early childhood setting. Offered each fall.

The Prerequisite(s) for this Course is (are): Educ 220 and/or experience working in child care center.

The Enrollment Restriction(s) for this Course is (are): 30 students

Course and Field/Clinical Experience Objectives (Including Knowledge, Skills, Attitudes and Values):

Knowledge Related to Staffing:

* = Student initiated objective
** = Instructor initiated objective
*** = Both student and instructor initiated objective

The student will:

1. Identify the multiple duties of an administrator regarding staffing.***
2. Define the abilities required of a competent administrator: leadership, management, and team-building skills.***
3. Describe the elements of written job descriptions**
4. Identify qualifications for perspective staff.*
5. Determine an effective process for recruiting and selecting applicants for staff vacancies.***
6. Describe effective interviewing/screening techniques for selecting new staff.***

7. Indicate the value of effective orientation of new staff; determine methods for this orientation.**

8. Present a repertoire of approaches for effective communication between administrator and staff.**

9. Identify factors effecting staff motivation and the administrator's role in staff development.

10. Identify management, training, and staff needs for teaching special needs children.*

11. Indicate symptoms of staff problems and note preventative measures**

12. Determine effective processes and resources for solving staff-related problems.**

13. Discover the connection between parent education and the resolution of staff-parent conflict.*

14. Relate the values of a staff handbook, the type of content needed, and a format which is easy to use, read, and expand.***

15. Describe the role of administrator relating to child abuse in the preschool/child care setting. *

16. Define the need and processes for documenting staff behaviors.**

17. Identify appropriate staff dismissal practices. **

18. Designate ways to implement change within an existing early childhood program.**

<u>Knowledge Related to Curricula:</u>

The student will:

1. Know the purposes, standards, and philosophy of early childhood education related to curricula.**

2. Identify the administrative role in curricula selection, implementation, and evaluation. **

3. Define criteria for evaluating a healthful learning environment for young children. **

3. Determine sources of curricula and how to share them with staff.*

4. Describe appropriate generation of curricula based upon child developmental level and individual child needs.***

5. Note elements of focused curricula such as whole language and determine the environment and interaction which supports that curricula. *

6. Explain the value of written lesson plans in early childhood programs, the elements of these plans, and usable formats. **

7. Assess the components of an appropriate child progress evaluation process/tool. ***

8. Discover the value of field trips; list specific sites for field trips; note the administrator's role in managing safe, learning oriented expeditions. ***

9. Determine methods of assisting staff in appropriate direction of child behavior. ***

10. Identify ways to support staff when integrating special needs children into the program. *

11. Identify standards of nutrition for which the administrator is responsible; note ways of implementing these standards.*

Skills Related to Staffing:

The student will:

1. Exemplify leadership, management, and team-building skills. ***

2. Demonstrate effective communication skills (written and verbal) which enhance staff relations and the quality of early childhood programs.***

3. Utilize multiple sources--resource persons, printed information, audio/video materials--to learn more about staffing.***

4. Personally assess own abilities and developmental stage regarding administrative abilities. **

5. Build observation and documentation skills.***

6. Create a reference file of printed information related to staffing.*

7. Formulate appropriate steps in acquiring and dismissing staff. ***

8. Exemplify professional interests and abilities through interaction with practitioners in the field.

Skills Related to Curricula:

The student will:

1. Expand resource file of books, periodicals, contact persons with current curricula information.***
2. Communicate facts about the breadth of curricula for young children and the administrator's role in its implementation.**
3. Record specific data which evidence appropriate curricula implementation.**
4. Compile a list of curricula and environment adaptations appropriate for special needs children.*
5. Develop a lesson plan form which includes consideration for individualization and special needs.*
6. Gather data from community resources and organizations which will assist the administrator in resolving problems related to children's learning--behavior management, nutritional requirements, and child assessment.***

Attitudes and Values Related to Staffing:

The student will:

1. Communicate staffing situations from varied perspectives: administrator, child, teacher, sponsoring agency, parent, and community on-looker.***
2. Value the time, training, and effort needed to document situations which arise in early childhood programs.**
3. Support colleagues in problem-solving and formulating effective interactions with staff.**
4. Realize the necessity of written policies and their timely up-dates.***
5. Enjoy the opportunity and challenges for positive change in early childhood programs.***

Attitudes and Values Related to Curricula:

The student will:

1. Develop an administrative style that is based on knowledge of child development and learning theories and reflects the belief in the unique contribution of each individual.**

2. Renew the sense of what it is like to be a child and convey that feeling to staff to create appropriate environments for children.**

3. Grasp the significance of emphasizing child self-discovery and self-worth in early childhood programs.**

Required Readings:

Pertinent sections of NURSERY SCHOOL AND DAY CARE CENTER MANAGEMENT GUIDE (Cherry, Harkness, & Kuzma), (Second Edition). David S. Lake Publishers, Belmont, CA, 1987.

Plus

Journals and books relevant to individual student projects/contracts.

Instructional Strategies:

Class discussion	Small group interaction
Instructor presentation	Student presentation
Instructor's handouts	Students' handouts
Role-playing	Interactive class experiences
Video tape	Impromptu discussion of student initiated topics

Course Content:

I. Roles of the administrator
   - A. Manager
   - B. Leader/Visionary
   - C. Team-builder

II. Professional stance
   - A. Personal traits/demeanor
   - B. Administrative styles
   - C. Appearance
   - D. Work habits/time management/organization

III. Acquiring staff
   - A. Qualifications/regulations
   - B. Sources
   - C. Job descriptions
   - D. Skills in hiring/hiring process
   - E. Orientation

IV. Staff handbook/employee policies
   - A. Value/need
   - B. Contents
   - C. How create/up-date
   - D. How implement
   - E. Suitable formats

V. Maximizing staff performance
   A. Guiding/motivating employees
   B. Communication procedures
   C. Team building
   D. Problem-solving
   E. Staff meetings
   F. Assessments/Professional development plans
      1. Of staff
      2. Of administrator

VI. Dismissing staff
   A. Mission of program
   B. Stages of staff growth/signs for concern
   C. Psychological side/program goal persepctive
   D. Process steps
   E. Consequences of dismissal

VII. Implementing change
   A. Vision
   B. Strategies
   C. Professional support

VIII. Curricula overview
   A. Definition/Quality program
   B. Administrative role vs. teacher role
   C. Developmentally appropriate practice
   D. Defined curricula types
   E. Individualization/Special needs children

XI. Development of environment
   A. Safe and healthy
   B. Nutrition component
   C. Classroom management
   D. Discipline/ psychological environment
   E. Field trips
   G. Environmental assessments

X. Curricula areas and implementation
   A. Schedules/philosophy
   A. Lesson plans
   B. Resources

Methods of Evaluation:

The student will:

1. Be present at all class sessions.

2. Follow the GUIDELINES FOR GRADE CONTRACT: QUALITY and the COURSE WORK QUALITY: EVALUATION presented on the following pages.

GUIDELINES FOR GRADE CONTRACT

QUANTITY

GRADE	ACTIVITIES		EVIDENCE	
	Reading	**Other**	**Written**	**Verbal**
C	75 pages minimum	2 major projects (1 staffing & 1 curricula)	Each project 6-8 pages	15 min. w/visual
B	100 pages minimum	2 major projects (1 staffing & 1 curricula) plus 1 minor project (either area)	Each project 6-8 pages 3-4 pages	15 min. w/visual
A	150 pages minimum	2 major projects (1 staffing & 1 curricula) plus 2 minor projects (choice of area)	Each project 6-8 pages 3-4 pages	15 min. w/visual

COURSE WORK QUALITY EVALUATION

I. **CONTENT**

Organized, labeled, clearly presented

Accurate information

Pertinent to objective(s); Exclusive of irrelevant material

Evidence of course information applied

Rationale and development of ideas expressed

Specifics and concrete, vivid details provided

Illustrations and examples presented

Evidence of resources used and cited

Personal critique and analysis evident

Individuality and originality expressed where possible

II. **"PACKAGE"**

Appearance

Prefer typed

Legible

Neat, no smudges or cross-outs

Enough white space

Graphics useful, but not required

English Mechanics

Correct spelling, grammar, punctuation, sentence structure, etc.

APPENDIX O

COMPOSITE COURSE SYLLABUS

EXPRESSIVE ARTS: MUSIC, ART, AND MOVEMENT
FOR YOUNG CHILDREN

Instructor: Maxine Burgett
Office: 471-8264
Home: (Call first) 453-7569

Date: Spring 1993
Credit Hours: 3

_____ COLLEGE

Teacher Education

Course Syllabus

Course Number: Educ 270

Course Title: Expressive Arts: Music, Art, Movement for Young Children

Catalog Description: An understanding and application of the values and principles of creativity for the young child. The study focuses upon the multi-facets of creativity and how to offer them in the early childhood setting. Offered each spring.

Prerequisite: None

Enrollment Limit: 30 students

Course and Clinical/Field Experience Objectives:

* = Student Initiated
** = Instructor Initiated
*** = Both Student and Instructor Initiated

Knowledge:

The student will:

1. Define creativity and anesthetics as they apply to early childhood development and programs. **
2. State benefits of creativity and aesthetic experiences for young children and their teachers.
3. Analyze and compare developmental artistic stages of different aged children.*
4. Determine the type settings which foster most creative motor movements.*
5. Determine types of puppets to be used in teaching children--puppet creation and spontaneous play with puppets.*
6. Identify elements of a creative outdoor environment for infants and toddlers.*
7. Find ways to help parents appreciate children's creative potential.*
8. Note the elements of a more or less creative physical, psychological, and interactive setting for young children.***

9. List and compare the traits of children who express more or less creativity in their play.***

10. Describe a creative bulletin board display.*

11. Identify materials/equipment which stimulate creativity for young children.***

12. Determine how to expand children's expressive and creative potential across curricula areas.***

13. Determine procedures for successful implementation of creative experiences for young children. ***

14. Acquire a repertoire of ideas for creative experiences with young children in the areas of art, movement, puppetry, music, language, arts, sciencing, mathematics, food experiences, and social studies.***

Skills:

The student will:

1. Develop a more creative personal character what will translate into stimulating creative opportunities for young children.**

2. Record and analyze incidents of children's more or less creative experiences.***

3. Create a creative bulletin board.*

4. Sketch an outdoor and indoor environmental plan which encourages creative happenings for infants and toddlers.*

5. Plan creative experiences across early childhood curricula areas.***

6. Collect and/or construct various kinds of puppets to be used creatively in the classroom.*

7. Create creative learning materials from "throw-away" items.*

8. Interact suitably with children in their play to enhance their creativeness.**

9. Communicate to adults the value of play and creativity. ***

10. Implement questioning techniques which stimulate original thinking and actions of young children. **

11. Create a resource file for teacher's use in promoting creativity: persons, organizations, visuals, workshops, publications, community sites.**

Attitudes and Values:

The student will:

1. Embrace a child's creative experiences as a means of developing child self esteem as well as cognitive, physical, and social skills.**

1. Value the use of recyclable/reusable items in fostering creativity.***

2. Uphold the aesthetic aspects of creativity and human potential.***

3. Be convicted of the value of creative children's experiences to the point of advocating this philosophy to parents, co-workers, supervisors, and community.**

4. Choose to invest the time and energy required to plan, implement, and evaluate appropriate creative environments and experiences which provide optimum development for young children and offer teacher satisfaction.**

5. Display receptivity to new sources for learning more about children's creativity.**

Required Text:

Mayesky, M., Neuman, D., & Wlodkowski, R. (1990). Creative Activities for Young Children (3rd ed.). Albany, NY: Delmar Publishers, Inc.

Outside Readings:

Read portions of books and journal articles which are pertinent to student project/contract.

Instructional Strategies:

Class discussions
Partner experiences
Hands-on classroom activities
Presentations by instructor
Small group discussions
Individual mini projects
Student presentations
Field trip
Field observation/participation

Course Content:

I. Overview/Foundation
   A. Definition
      1. Expressive arts
      2. Creativity
      3. Aesthetics

   B. Philosophy and developmentally appropriate practice
      1. Benefits of creativity for child, teacher, society
      2. Relationship of environment to creativity

C. Description of more/less creative setting
   1. Physical materials/arrangement
   2. Psychological component
   3. Schedule

II. Developing teacher creativity
   A. Rationale
   B. Promoters of creativity in self
   C. How and where creative ideas are born

III. Barriers to creativity and creative curricula and how to overcome them.

IV. Samples of creativity across the curriculum
   A. Art
   B. Music
   C. Movement
   D. Other areas: language arts, science, math, nutrition,

V. Observing traits of more/less creative styles of children

VI. Ways to advocate for creativity and child expression

Requirements and Methods of Evaluation:

1. Read the text.

2. Be present at all class sessions.

3. Follow GUIDELINE FOR GRADES and COURSE WORK QUALITY: EVALUATION on pages which follow.

ASSIGNMENT OPTIONS

GRADE	ACTIVITIES	EVIDENCE
C	1. Complete weekly mini assignments.	1. Presentation of assignment as instructed.
	2. Complete 2 projects mutually agreed upon by student and instructor. (Use Learning Contract Form)	2. Present to class and instructor in verbal, visual, and written form (6-8 pages for @ project) One due Feb. 25 One due time of final
	3. Read entire text	3. Verbal and written responses in class
B	Complete all of the above plus **one additional** learning contract project mutually agreed upon by student and instructor.	Written presentation to instructor Approximately 3-4 pages in length
A	Complete all of activities and evidence for C grade plus **two additional** learning contract projects mutually agreed upon by student and instructor	Written presentation to instructor Approximately 3-4 pages in length for **each** project

COURSE WORK QUALITY EVALUATION

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APPENDIX P

MODEL LEARNING CONTRACT:
ADMINISTRATION COURSE

MAJOR PROJECT

		LEARNING CONTRACT			F=FULLY MET
					P=PARTIALLY
NAME MODEL		COURSE	Educ. 290	CONTRACT GRADE B	N=NOT MET
OBJECTIVES	RESCOURCES/STRATEGIES	TARGET DATE	EVIDENCE OF ACCOMPLISHMENT	STANDARDS AND WAYS OF SHOWING ACCOMPLISHMENT	ASSESSMENT (F/P/N)
<u>Staffing</u> Identify the duties of administrator related to staffing (& other areas). Note most challenging & rewarding aspects. Analyze my abilities related to admin. duties	Read Text Find & read a minimum of 3 other articles/ references about admin. duties. Observe an admin. for one day Interview 3 administrators using list of at least 20 questions I have designed. (Open-ended type questions) View video on leadership Discuss topic w/ classmates. Check teacher's ideas/handouts	OCT. 19	List of 20+ questions (Check w/teacher & classmates for ideas) Summary &/or copies of admin. job descriptions used as reference. Compilation of original job description based on personal research Log of day with administrator Summary of interview findings. Written analysis of my abilities (strengths & needs) related to administrative duties.	SEE "COURSE WORK QUALITY EVALUATION" Handout	

ANOTHER MAJOR PROJECT + one minor project to be written on LEARNING CONTRACT FORMS also.

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APPENDIX Q

MODEL LEARNING CONTRACT:
EXPRESSIVE ARTS COURSE

SAMPLE: THIS IS ONE (1) PROJECT. FOR A "B" GRADE, THREE OF THESE FORMS, EACH WITH A DIFFERENT PROJECT, WOULD BE WRITTEN AND IMPLEMENTED.

		LEARNING CONTRACT			F=FULLY MET
					P=PARTIALLY
NAME	Model	COURSE	Educ 270	CONTRACT GRADE B	N=NOT MET
OBJECTIVES	RESCOURCES/STRATEGIES	TARGET DATE	EVIDENCE OF ACCOMPLISHMENT	STANDARDS AND WAYS OF SHOWING ACCOMPLISHMENT	ASSESSMENT (F/P/N)
Discern expressions of more/ less creative experiences offered by teacher(s)	1. Observe 5 separate events of teacher interaction with a group of children. 2. Record anecdotes of what observed. 3.Analyze observation & relate anecdotes to character-istics of more/ less creative aspects of environment and teacher inter-action.	FEB. 25	1. Date, time, place & description of setting recorded. 2. Notes taken on site (Can be rough copies) 3. Written narrative or form which explains inform-ation. (Done according to criteria as stated in COURSE WORK QUALITY:EVALUATION	Follows GUIDELINES FOR GRADE: ASSIGNMENT OPTIONS and COURSE WORK QUALITY: EVALUATION	

APPENDIX R

SAMPLE STUDENT LEARNING CONTRACT

		LEARNING CONTRACT			F=FULLY MET
					P=PARTIALLY
NAME C.P.		COURSE	Administration	CONTRACT GRADE A	N=NOT MET
OBJECTIVES	RESCOURCES/STRATEGIES	TARGET DATE	EVIDENCE OF ACCOMPLISHMENT	STANDARDS AND WAYS OF SHOWING ACCOMPLISHMENT	ASSESSMENT (F/P/N)
To develop and publish a staff handbook which: 1. High-lights personnel policies 2. States respon-sibilities 3. Is easy to use and read 4. Is formatted for growth 5. Is graphically pleasing	+ Review present personnel policies; choose those to be highlighted. +Collect samples from child care, social service & business sector +Locate & read books re: development of handbooks +Confer w/ director child development +Survey staff for input +review rough with staff	Nov. 2	+List of questions asked of staff +Notes from meeting with director of child development +Log of readings relating to project +Handbook completed +Personal written critique of process/product	See GUIDELINES FOR GRADE CONTRACT: QUANTITY and COURSE WORK QUALITY EVALUATION Evidence for 1 Major and 1 Minor project	F = C.P. F = Instructor

APPENDIX S

SAMPLE COMPLETED STUDENT LOG FOR ONE SESSION

		STUDENT'S LOG FORM - M. M.	
			QUESTIONS/CONCERNS
DATE		HOW CONCEPT APPLIES TO	AND/OR
SESSION NO.	MAIN CONCEPTS LEARNED	PROSPECTIVE /PRESENT WORK SETTING	POSITIVE FEELINGS I HAVE
Sept. 28 Session 4	Video: "To Do" list and Delegation	The "To Do" list will help me accomplish the daily, weekly, monthly, and yearly goals I would like to achieve.	Each time I come to class I learn something new. I feel overwhelmed (good overwhelmed)
	Handouts on staff handbooks	My other major project will be a staff handbook. The handouts and other information you have provided have started me thinking on items I need to address in my staff handbook.	I cannot believe all the inform-ation that is available and all the resources that are available to me.
	Hiring of employees	This will help me in the future as our program grows. There is alot to consider when hiring people.	I am really enjoying this class.

APPENDIX T

SAMPLE COMPLETED INSTRUCTOR LOG FOR ONE SESSION

		INSTRUCTOR'S LOG FORM		
DATE SESSION NO.	SUMMARY OF CLASS EVENTS	UNEXPECTED EVENTS	QUESTIONS/CONCERNS	TO DO FOR NEXT SESSION
January 21 Session 2	Presented Macro/Micro paper plate experience as a mini student assignment for next week (New idea from Nova University Summer Institute) Each student told what she was doing for her first project. Presented "Eight Myths of Creativity" Began more/less creative list--characteristics of interactions, environments, schedules Reviewed four functions of mental ability--why society stifles creativity	WoW! Some students expressed enthusiasm--i.e. Comment: "This could be fun!" Students began to ask each other questions--how, where, who. Students' questions and facial expressions gave support and encouragement to each other... "That will be good...and then you can..."	Up-dated late entry student. Need to set time for initial interview. SPECIAL NEEDS STUDENT listed on class roll did not "show" for class--student not enrolled this semester. QUESTION: How would/could I handle this self-directed learning approach with this type student and still meet college standards - quality and quantity of work ? ? ?	Paper plate activity response Finish more/less creative list - aspects.. Review definition of creativity Benefits of creativity (small group then whole group discussion) Introduce concept of aesthetics